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Designed for use by trainers in preparing unskilled workers with minimum education (at least fourth grade reading ability) for entry as nonprofessionals in human services, this manual is organized around the core of understanding of individual and group behavior and needs and of methods of interviewing or obtaining and recording information needed by all social service aides; it is intended as a basis for small group discussions occurring simultaneously with the specialty skill and on-the-job training components of the New Careers program. (An accompanying manual for trainees is also available.) The generic issues presented concern individual growth and development (practical skills including remediation and interviewing skills) and the individual and his relationship to work, people (human growth and development, human behavior and needs, communication skills, and group process), and the community (community structure, poverty, the Negro, law and society, and consumer education). The topics are accompanied by objectives, content outlines, and bibliographies. Also included are a glossary, explanation of the New Careers approach with suggestions for using the manual and for operating a program, training tips, and sections on field trips and development of attitudes and responsibilities. Appended are a basic bibliography and list of materials for trainers and an explication of the fundamentals of the New Careers model. (SG)

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NEW CAREERS: GENERIC ISSUES IN THE HUMAN SERVICES
A Sourcebook for Trainers

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PREFACE

Experiences in a variety of New Careers training programs in human service have demonstrated that there is a substantial body of common knowledge and function that underlies effective work in any and all human service fields.

This "generic" base of human services includes information, skill and function. It is particularly appropriate at all subprofessional levels in New Career ladders.

For example, health aides need to know the details of providing bedside care; social service aides need to know the referral process to various agencies; and school aides need to know how to use audiovisual equipment – but all three, if they are to be truly effective aides, require a basic understanding of individual and group behavior and needs, and of methods of interviewing or obtaining and recording information.

The development of this generic knowledge and skill is best begun as a broad-based training foundation at the entry level for all New Careerists. Since they can all take the same program regardless of the field they are entering, the same central training staff can be used, resulting in economy of effort and allowing the use of a more highly trained staff. It also allows ease in transferability of the trainee or employee from one field to another since he has already had the generic foundation common to all.

This approach can be amplified by using a further secondary "core" base for each human service field – health, education, child care, etc. Thus, in addition to the generic foundation for all human services, the prospective health aide also has a similar "core" common to all areas of health. In addition to this, he learns the skills specific to his job. Then his transferability and flexibility for other areas of health is greatly enhanced should more advantageous or desirable positions become available in those other areas.

It is also our experience that the use of the generic approach enhances the quality and the effective functioning in human services. It also has an important effect on the human growth, development, and problem-solving ability of the trainee and his group since it combines both job and self-relevant information and roles in the same material and process.

Trainees are most likely to benefit from a presentation of generic issues when the material is discussed in small group sessions, occurring simultaneously with other components of the New Careers training program. These include:

1. Specialty skill training in which trainees learn to perform specific, job-related tasks.
2. On-the-job training, in which trainees begin immediately to apply their new knowledge gained both in discussions of generic issues and in specialty skill training.

This generic issues manual is designed for the use of trainers and supervisors working with entry-level trainees with minimum educational background and skills – at least fourth grade reading ability.

It is a flexible guide rather than a detailed rigid encyclopedia. It is designed to be readily revised and/or amplified to:

(a) Meet local needs and conditions,
(b) Adapt to different or higher educational and social levels and backgrounds.

This generic information is presented in this manual, grouped into the following broad-based categories:

The individual and his relationship to the world of work;
The individual and his relationship to people;
The individual and his relationship to the community, and
Individual growth and development.

In effect, the generic issues content provides a kind of backdrop or support, which becomes the foundation for additional learning and acquisition of skills.

This combined approach to training will add measurably to the trainee's capability on the job, his overall involvement with the human services, and his freedom of choice in taking advantage of career opportunities. Perhaps most important, by increasing the trainee's self-understanding and his understanding of others, the presentation of generic issues can contribute substantially to improving the overall quality of human services offered by an agency.

An accompanying manual for trainees is also available. It provides each trainee the opportunity to keep a permanent, written record of his observations and new insights gained in discussion of generic issues.

The authors are grateful for the contributions of these persons to the development of this sourcebook: Rimsky Atkinson, Claire Bloomberg, Myrna Levine, M.A., Peter Mosher, M.S.W., Avis Pointer, M.S.W., John Stein, Sheldon S. Steinberg, Ed. D., and Peter White, L. L. B. Editing was done by Carolyn Davis.

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A NEW CAREERS GLOSSARY

Some brief definitions to help readers understand the fundamental concepts of New Careers and the New Careers training model . . .

Human Services – Broadly defined as the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services. Includes the fields of health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment.

Human Service Aides – Persons trained in New Careers programs to assume aide responsibilities and assist professionals in the delivery of human services.

Entry Training – The initial phases of the training program; required to prepare trainees to assume entry-level or first–level jobs.

Career Ladders – The vertical hierarchy of jobs in human services from the level of human service aide through the entire progression of career potentials.

Entry-Level Job – The first step in the career ladder, requiring minimal skill and education and open to previously uncredentialed persons. Sometimes called first-level position.

Task Cluster – The conglomerate of tasks required in a particular job.

Generic Issues in Human Services – Those broad issues common to all human services, including:

1. The individual and his relationship to the world of work;
2. The individual and his relationship to people;
3. The individual and his relationship to the community; and
4. Individual growth and development.

Training in Generic Issues – Training and curriculum content related to the generic issues of human services.

Basic Training in a Particular Human Service Field – Training in the basic concepts and skills common to a particular human service field.

Job Skill Training – Training in the particular skills and knowledge required to do a specific job.

On-the-Job Training – Structured, planned and supervised training in the actual work situation during which the trainee performs the work and role required of him; i.e., learning through doing.

Remediation (or Remedial Training) – Training in the basic educational skills required to most efficiently learn and carry out job duties, including preparation for educational and Civil Service qualifications.

Core-Group Technique – A technique used by the New Careers trainers as they work with trainees in small groups, providing training, counseling, discussion and feedback related to job experiences as well as group identity and support.

Certification and Accreditation – Official, documented recognition by human service agencies or academic institutions (such as junior colleges) certifying New Careerists for the jobs they assume and/or leading to further academic or educational degrees.

Training for supervisors and trainers – A structured training program that includes consideration of:

New Careers concepts;
Restructuring the job hierarchy;
Understanding the life styles of trainees;
Roles and relationships between trainers, supervisors and trainees.

CHAPTER I

A QUICK GLANCE AT NEW CAREERS TRAINING

The material contained in this manual grew out of the unique, day-to-day experiences of trainees and their instructors in a New Careers training program. In the preparation of this manual, an attempt was made to come to grips with the problems faced by trainees and instructors and to summarize and order these problems and experiences for the benefit of others who will be involved in New Careers training efforts.

The topic headings, the bibliographies, the schedules and the outlines are used for the sake of an orderly presentation. But, in actuality, the training programs that are developed by readers of this manual may not correspond exactly to these divisions of content and subject matter. *In actuality, each training group, together with its instructors, will create the material anew.* Some elements will receive more stress than others; some will become less important; and some will be developed in new directions only barely indicated in this writing.

Those who use this sourcebook in the course of training, then, will contribute greatly to the further development and application of the New Careers program. This continuing development of the concept will come about because of the nature of the New Careers program, particularly with respect to one of its components, generic issues in human service. This concept will be fully described in the pages that follow.

Important Features of New Careers

A new Careers training program is *an integral system of several program components which act together* to:

1. prepare trainees from the population of the disadvantaged and unemployed,* in as short a time as possible, for entry-level positions in the human services;
2. create those structural, supervisory, and attitudinal conditions in employing agencies and institutions that are required to conduct such training; and
3. involve both trainees and institutions in an ongoing process of planning and activity to provide opportunities for career advancement and parallel program change.

These three components are not separate steps of a process taking place at different times; instead, they occur simultaneously as parts of a single process. Each element of the training model is set up to serve as an opportunity for experience and learning to be capitalized upon in every other part of the training program. What takes place on the job plays a major role in determining the content of the training program as well as the kinds of modifications required in the institutional setting. Conversely, the content of the training program provides the necessary base for increased responsibility and competence on the job, thus affecting the way employing institutions internally rearrange themselves around absorbing the trainees. In turn, the way in which the institution integrates the program into its already existing operations contributes to structuring on-the-job experiences, as well as the range and content of the training.

One concept must be made extremely clear: *this training model relies heavily on the principle of linking learning to experience,* not just through role-playing experiments or simulated work situations, *but immediate and ongoing involvement in real tasks, carried out in actual settings, at a performance level in keeping with the trainees' developing knowledge and skills.*

Translating this principle into actual program practice contributes to:

1. rapid involvement with and commitment to the work and role for which the trainee is preparing;
2. a sense of immediacy and relevance of the material being learned while it can be readily put into practice and tested;
3. opportunities for the development of personal growth and competence without a long and inactive period of preparation; and
4. a source of real, here-and-now problems and issues that must be tackled, understood and handled by all concerned.

Special Skills

Real here-and-now problems, more than any others, shape the actual training program. When on-the-job training starts, tasks must be designed and *special skills* must be taught simultaneously to allow the trainee to function responsibly in the work setting. As more demanding tasks arise, additional skills need to be learned. Training in special skills – the skills required to do a particular job – is a continuous feature of the program.

Specific Basic Content

Because of his immediate work involvement, the trainee has only to look around himself to see that he is part of a particular human service field in which a variety of people perform different but related tasks. Many of the first questions to be raised will be about the relationships between the trainee and the other workers—what they do and why they do it. He will also be curious about what services are offered and how the field is organized. The more answers the trainee gets, the better equipped he will be to integrate his own work with that of others and to more closely identify with an undertaking greater than the particular job he is doing. This allows him to consider the possibility of advancing or, if the need arises, shifting to a related job in the same field.

---

*For a description of the philosophy and training methods used to prepare trainees for entry-level positions, see the first manual in this series: *New Careers: Entry-Level Training for the Human Service Aide.* New Careers Development Program, University Research Corporation, 1424 16th Street, N.W., Washington, D.C. 20036

For all jobs in a particular human service, regardless of how varied they may be, a basic area of knowledge, information, and content generic to that occupational field can be identified and taught. For example the skills of interviewing and information gathering from clients are necessary and common to all human services. In contrast, a basic knowledge of the functions of the human body and of good health practice is necessary in all health occupations.

For all human services, there is a specific common denominator of knowledge that can be taught. In New Careers, this generic knowledge is presented in a curriculum called Generic Issues in Human Service.

Building a generic progression of training and information into a human service aide training program has a number of advantages.

Knowing this content can add measurably to the trainee's capabilities on the job, his involvement in the overall undertakings of the human service area, and his freedom of choice and mobility in taking advantage of job opportunities. Of even greater importance is the fact that such *generic occupational* material is learned in common by all levels of personnel. It is an often unheralded but extremely necessary prerequisite for promotion and advancement, particularly in the context of a program that stresses continual on-the-job experience.

The use of the generic progression in training also makes both horizontal and diagonal mobility much easier and makes training more efficient and effective since it reduces duplication and allows use of training personnel in a more economical way. It also improves human services by giving trainees much more perception and insight in utilizing the skills they will be learning.

Special skill training and basic occupational orientation are included in almost every vocationally-oriented training program. However, they are not always linked to on-the-job experience. In the New Careers program, the two are linked together so that what is taught is based on actual experience and problems encountered in the real work setting. In addition, they are integrated with a third curriculum-content area - Generic Issues in Human Services.

What Are Generic Issues in the Human Services?

Through his experience in the New Careers program, the trainee will learn new information, begin to identify with a particular work situation, and grow individually. His experiences, however, will not be limited just to the special skills or information that is basic to the range of occupations within the particular field in which he is working.

He will also encounter many basic issues—so basic in fact that they often go unnoticed, are left to be learned by chance or get lumped together in some separate undertaking called counseling, often with little connection to the job or what is going on in other parts of the program. In this program, performance and skill demands, relationships with a wide variety of people, and problems of personal behavior decisions and plans are of *immediate relevance* to the outcome.

Consequently, this program has a third component: generic issues in human service training. These issues, as they have come up repeatedly in a number of different kinds of training programs, can be roughly grouped into four broad categories:

1. the individual and his relationship to the world of work;
2. the individual and his relationship to people;
3. the individual and his relationship to the community; and
4. individual growth and development.

Experience has shown that these issues can be discussed with the trainees within the cirruculum content outlined in this sourcebook.

1. *The individual and his relationship to the world of work*

What does it mean to hold a job? What is required to hold a job? What are the rules, benefits, procedures of a given job? How do you learn about them? How and why is job performance evaluated? Why work at all?

What makes a job meaningful and satisfying? What does it mean to hold a job in human services? What kinds of responsibilities are required for human service jobs? What are the possible relationships between behavior on and off the job?

Why be supervised? What problems are involved in relating to authority on the job? How can they be handled? How does this particular job relate to a variety of others? How does one find, hold and advance on a given job?

2. *The individual and his relationship to people*

What makes people tick? Why do people act the way they do? What motivates them? What can be expected of people at different ages and under different circumstances? Why do people respond to me in certain ways, and why do I respond to them as I do?

How do people interact? What methods do people use to communicate with each other? How can people be helped to function or behave differently? How do people act in different kinds of groups? How can people be organized to function more effectively? How can I be more effective in getting my ideas, criticisms and problems across? What does it mean to be in a helping relationship with someone?

3. *The individual and his relationship to the community*

As a member of a particular ethnic or social group, who am I? What is the history of my group? What are the personal and social consequences of belonging to this group? What does all this have to do with the way I feel about things, the way others respond to me, my chances at the job, etc.? What about other groups – how do they function? What does it mean to be poor? When I am in need or get into trouble, what is there available for me, as well as the people I am working with? What is the community like in which I live? Who runs it and how is it run? How can changes be made? How do I make my way through all the red tape? How can I utilize available community resources to my best advantage? Does the community need me, and what can I do for it? How can I make myself heard?

4. *Individual growth and development*

What are the kinds of basic skills necessary for holding down almost any job? How can these be taught most effectively? How do I prepare for advancement and qualification tests? Where can help be gotten? What is the relevance of learning basic skills to performance on the job?

Why Deal with Generic Issues?

The issues and questions just presented reflect those that actually come up repeatedly in any training program for new careers in human services. They are bound to arise as long as trainees and staff are involved in a daily confrontation with what it means to take on responsibility in a human service setting. They are usually asked in a much more concrete and specific form, and they are most often tied to particular events and details of the job and learning experience. *It is one of the aims of the New Careers training program to provide a forum in which such issues can be continuously raised and to label them and respond to them, providing information and guidance that enable the trainees to assimilate and act on their new knowledge – both on and off the job.*

Why bother? In most training programs using traditional methods, these basic generic issues are often brushed under the carpet and considered superfluous, too intellectual or beyond the grasp of the trainees. In some programs, a consideration of such issues may even be seen as a possible source of "contamination" of the trainees with irrelevant ideas and concerns. In others, unfortunately, the mention of such concerns by trainees often is viewed as an expression of "problems" for which therapeutic attention is required. We contend, however, that these issues must be dealt with in the New Careers training program for these reasons:

1. They constitute a body of information and skills concerned with people, work, and social issues that are indispensable to any human service trainee. That is why we call them *generic* issues: *they underlie effective performance of any service that deals with people.*

For most professionals in the human services, generic issues have been learned through a wide range of associations, experiences, and formal education. They are so intrinsic as to be taken for granted. In a subtle, yet important way, they contribute a great deal to the worker's ability to adjust to radically different work settings, and to take on a variety of duties that may change over time and place. Moreover, they are a significant part of his identification as someone who works with people. They also help provide him the motivation and personal sense of worth necessary to ride out many of the day-to-day frustrations of his job.

Many trainees will not have had the chance to pick up such learning and insight. Without training in generic issues, they would be seriously hampered in moving beyond the technical repetition of entry-level skills or taking advantage of opportunities in other human service fields at a given level of performance. In addition, their work more often than not will be evaluated in light of their grasp of these intangibles as well as in terms of specific technical competence.

2. Generic training provides long-range economy of effort; *the broader the base of initial training, the more it cuts across a variety of occupational areas and jobs, and the easier any subsequent upgrading or retraining will be.* Experience has shown that trainees who have dealt with this generic material need only minimal practice in specific additional skills to move into new jobs. Given the shifting demands and developments in the human services job market, this is a highly desirable outcome.

3. A central theme of the New Careers program can be stated simply: *to turn the passive recipient of services into the active giver and helper.* Many trainees will have to make radical shifts in personal outlook, relationships with peers and authority, self-image and aspirations. Many of the trainee's former patterns of interaction will change. These shifts won't happen if the trainee is merely on the passive, receiving end of a lot of abstract information and rules. He must be given the opportunity to see himself and be seen by others as an active, responsible agent. An important element in this process is giving him the chance to find serious consideration of his concerns, problems and questions, as well as channels for their solution, as they come up in the day-to-day work experience.

The Core Group and Generic Issues

The medium through which much of the generic material is developed and integrated with other elements of the program is the core group – a small group of trainees meeting regularly throughout the program to bring up issues and, when feasible, translate them into decisions and practices to be used on the job. *The core group is a vehicle for taking the experiences and concerns of the trainees as they occur and making them an occasion for new learning, problem solving and individual and group change.*

When generic issues are viewed not merely as individual difficulties but as links to a basic learning set necessary for growth and advancement, instructors can take advantage of them and turn them into an integral part of the overall training experience.

The small group is a forum for discussion of the trainees' ideas and concerns. These discussions help to determine the direction and content of the training program, as well as giving each trainee the opportunity to test his ideas with the rest of the group.

Because of the way the program is constructed, he will be able to more easily integrate this new information and his ideas into his work. The sense of self-fulfillment that he will develop as he becomes consciously able to fulfill the requirements of his new position will go a long way toward meeting program goals and stipulations. Sherif and Sherif* have suggested:

> The crux of the matter, for effective policy and action, is not the busy work as such, nor the programmed activities as such, or even the end-products of training to exhibit for public display. The cardinal point is to insure throughout (whatever the activities) the youth's feelings of having a function in their initiation development, and execution.
>
> What we do not take part in initiating and developing and producing, what we engage in without our own choosing and aspiring, is not felt as ours. What we do not feel as ours lacks in the experience of inner urgency and responsibility. The important thing to actualize at the very start is not immediate technical proficiency but the feeling of participation, the feeling that we have functions in the larger scheme of things, the feeling that we have indispensable roles with others in things that all feel should be done.

---

*Sherif, M. and Carolyn Sherif. *Groups in Harmony and Tension.* New York: Harper, 1953.

A Systematic Look at the Training Program

The three components of curriculum or areas of learning – generic issues in human services, basic curriculum for a particular human service field, and specialty skill – fit together and can be related to other elements of the training program.

Figure I. Progression of Curriculum Areas

Generic Issues in Human Service Occupations	**Basic Curriculum for Health**	**Community/Home Health Aide, Nurse Aide and others**
	Basic Curriculum for Education	**Library Aide, Teacher Aide, and others**
	Basic Curriculum for Social Service	**Case Work Aide, Community Service Aide and others**
	Basic Curriculum for Justice	**Community Relations Aide, Patrolman's Aide and others**

Figure I shows the progression of the three learning components or curriculum areas. The generic issues cut across all areas of potential employment. Built on these are the curricula basic to a variety of occupational specialties in a particular field, such as the broad aspects of the purposes, structure, organization, and basic knowledge of the field of health, education, social service, or justice.

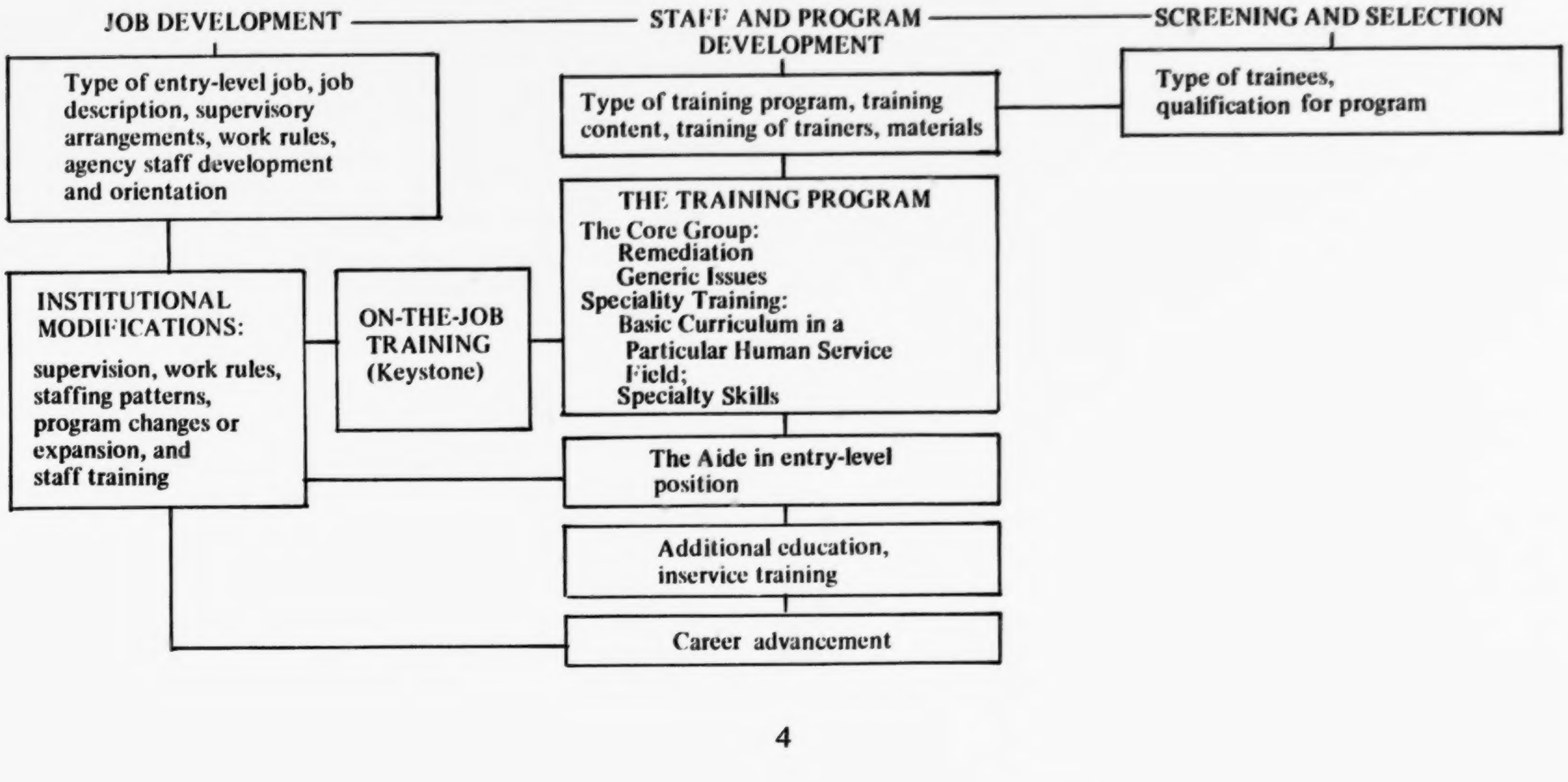
To these components are added the special skills needed to carry out a particular job in one of these fields. Since all of these are taking place simultaneously, the trainee has the chance to cross check and relate the various elements to one another. Moreover, in New Careers training programs where trainees are being prepared for a variety of occupations in different fields, a significant portion of their training can be done in common.

These learning components constitute one element of the overall New Careers training program. Figure II illustrates how they fit in with the other elements to form an integral system. Immediate on-the-job training as the keystone of the program, takes its shape, substance, and direction both from the training given the trainee *and* the institutional modifications and arrangements made to incorporate the trainees into the institution and prepare institutional staff for working with them. On the other hand, what happens in OJT directly affects the substance and content of the training, as well as the response of the institution and its personnel. With these built-in reciprocal connections, changes in any part of the system will necessitate change in almost all others. For example, increased responsibility on the job should be met with changes in the job descriptions, patterns of supervision, content of actual training, and new issues for discussion in the training group.

The diagram illustrates two other important points. First, *changes in the trainees are not their responsibility alone. They are inseparable from changes in the way supervisors and peers relate to them and provide opportunities for the practice of new attitudes and behavior.* In contrast, the classical approach to vocational education for many years has separated the socialization and personal rehabilitation of the trainee from technical job training. In the classical approach little attention has been paid to institutional settings and practices that could either support or defeat successful job performance. One of the unique features of the New Careers training model is that it integrates these two areas. The trainee's personal and skill development, his work role, the functioning of his supervisors and the modification of institutional structure are all the concern of the New Careers program.

Second, *communication among participants in the program must be continuously open and accessible to all.* Trainees will not discuss their concerns and problems if what they learn and decide has no outlet anywhere else in their immediate experience. *Training staff, supervisors, and trainees must continuously bring into the open and discuss experiences and events of the total program.* This is what the training is all about; this is where the learning begins.

Figure II. The Integral System of New Careers Training Components


JOB DEVELOPMENT
STAFF AND PROGRAM DEVELOPMENT
SCREENING AND SELECTION
Type of entry-level job, job description, supervisory arrangements, work rules, agency staff development and orientation
Type of training program, training content, training of trainers, materials
Type of trainees, qualification for program
THE TRAINING PROGRAM
The Core Group:
Remediation
Generic Issues
Speciality Training:
Basic Curriculum in a Particular Human Service Field;
Specialty Skills
INSTITUTIONAL MODIFICATIONS:
supervision, work rules, staffing patterns, program changes or expansion, and staff training
ON-THE-JOB TRAINING (Keystone)
The Aide in entry-level position
Additional education, inservice training
Career advancement

How To Use This Sourcebook

On the following pages, the reader will find discussion of a number of important topics grouped in four major areas:

1. The individual and his relationship to the world of work,
2. The individual and his relationship to people,
3. The individual and his relationship to the community, and
4. Individual growth and development.

Each of these areas of discussion is prefaced by a brief explanatory section that tells what it is about and describes the typical kinds of situations or questions that lead to a consideration of the topics. It also provides insight into how the topic areas can be developed.

The trainer responsible for the generic issues curriculum *does not need to be an expert in each and every area covered in this sourcebook,* but he is encouraged to familiarize himself as much as possible with the material in it. This will enable him to better understand and pick up on the trainee's experiences and comments and develop them into more general topics and discussion.

The material in this handbook can be used in many ways. The instructor will want to use many of the major points contained in this manual to develop and structure his own discussion in relation to trainees' experiences. He can use a wide assortment of techniques: role-play, films, debates, outside speakers, field trips, group discussions, readings, and so on, keeping in mind that the discussion may lead into another as well as referring back to the actual work situation. The only limitation on teaching is the collective ingenuity of the trainer and trainees.

Some of the individual topics presented here may require a more structured and scheduled presentation, e.g., human growth and development, remedial skills, and minority group history. For these, we have included detailed presentations as guides. They are based on typical approaches used in actual training programs. The reader will quickly see that great emphasis is placed on relating such material wherever possible to the trainees' own experience and involving them in topic development and discussion.

The trainer may want to follow these guidelines:

1. He should feel free, when the need arises, to call in outside experts who can expand on a particular area.
2. He can take the group on visits or field trips for additional information or experience.
3. He may request the trainees to do the necessary legwork and "research" on certain topics. He might profitably spend time before the start of the program learning what the community has to offer in terms of field trips, materials, experts, and other resources. The trainer need not continuously lecture or merely gather questions. He should also pinpoint issues, provide leads and information when necessary, and help the trainees relate what is happening to them to the broader generic issues in human services.
4. He should be as flexible as possible in allowing the discussion to flow from trainee interests and concerns, rather than following a planned sequential curriculum.

Suggestions for Organizing and Structuring the Program

Any method of dealing with the generic issues should fit in with on-the-job training (OJT), the basic curriculum in a human service area and the specific skill training. Several alternative models can be used to implement the overall scheme shown in the diagram below:

Daily Schedule	
4 Hours	On-The-Job-Training (OJT)
2 Hours	The Core Group: Generic Issues
2 Hours	Basic Curriculum in a Specific HS Field: Specialty Entry-Job/Skill Training

Model 1:

Generic issues can be covered during the first three months of the program, and basic curriculum in a specific human service area and special skills during the second three months, with OJT experience continued throughout the entire six months.

This model provides the trainee with a maximum of remedial skill training and understanding of human service concepts underlying work in general as a base on which to build the basic curriculum and special skills needed on the job.

The disadvantages of this model, however, are that the trainee will for some time lack the specific skills required on the job, thus making him relatively ineffective. It precludes the opportunities he would otherwise have to find satisfaction in the job through active participation. In this model, the trainee is involved only minimally in direct activity during OJT. In effect, he is asked to mark time through a long period of conceptual preparation until he is ready to assume some measure of responsibility. Moreover, the OJT supervisor will find himself doing much of the specific skill training. While this may be the best way to teach these skills, it does place an additional responsibility on the OJT supervisor who may not have the time or the preparation for such teaching.

Model 2:

Basic curriculum in a given human service field and specific skills can be taught during the first three months, and generic issues during the second three months, with OJT experience running through the entire six months.

In this model, the trainee can begin to assume specific tasks early in the training. This approach not only gives him a feeling of active involvement and satisfaction, but also provides some immediate help to the OJT supervisor. Additionally, the trainee immediately can test skills he has learned and indicate to the skill instructor areas in which he needs further or new training. Finally, this model leads the trainee to the concrete learning of skills most relevant to the job.

While he does learn practical skills, however, he will not have much chance for acquiring a basic framework into which he can fit this more specific knowledge – understanding behavior or how to meet people's needs. He would also be missing out on remedial training, which would hamper him in filling out forms, communicating clearly with others and so on. And he would have little opportunity (except on the job) to acquire new skills or strengthen old ones as his responsibilities increase after the first three months.

Model 3:

Generic issues are considered and specific skills are taught simultaneously with OJT during the entire six months. While this is perhaps the most complicated of the three models, it offers some unique advantages.

While the trainee is working, he is simultaneously learning practical skills for immediate use and acquiring the perspective and knowledge he needs to support and use those skills. His work gives him the satisfaction of doing a needed job and gives his OJT supervisor the help he is looking for. At the same time, the trainee can relate this experience to learning both specific skills and more generalized knowledge in an integrated rather than fragmented learning situation. This model also provides a unique team approach to learning: members of the training staff can more closely integrate their separate emphases and directions at any given time. The trainee, on the other hand, has the opportunity for testing his skills, perceptions and knowledge in a variety of situations. Finally, discussion of generic issues can be generalized readily to areas of learning not covered either in OJT or the specific skill components at a time when they are most needed and relevant.

While the content covered is similar in all three models, the impact of the learning may be quite different. The model selected should therefore be the one most consonant with the program requirements, staff capability and characteristics of the trainees.

Scheduling:

Two models of scheduling the training program are possible. Each includes all the key components of training:

1. Generic issues in human service training;
2. Basic curriculum in a specific human service field (health, education, social services, criminal justice, etc.);
3. Specific entry job-skill training; and
4. On-the-job experience.

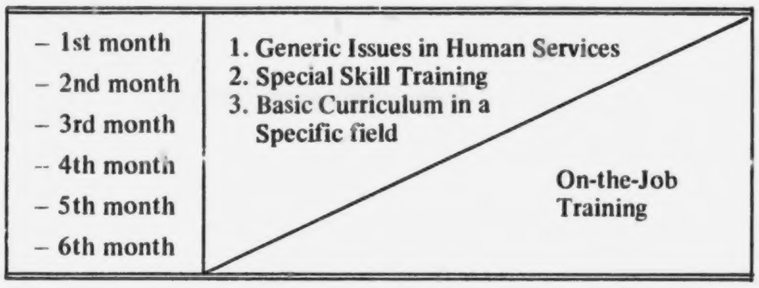
Model A:

In Model A, the daily schedule of time for each component remains constant throughout the six-month program.

4 Hours	On-the-Job Training
2 Hours	The Core Group: Generic Issues in Human Service
2 Hours	1. Specific entry job-skill training 2. Basic curriculum in a specific field

Model B:

In this model there is a gradual increase of OJT time and a corresponding decrease of time for the other components:


– 1st month
– 2nd month
– 3rd month
– 4th month
– 5th month
– 6th month
1. Generic Issues in Human Services
2. Special Skill Training
3. Basic Curriculum in a Specific field
On-the-Job Training

The 24-week schedule outlined below suggests one way of incorporating the training model into your program. The World of Work and Remediation (described in Chapters IV and VII) should be particularly emphasized during early weeks of training to prepare trainees adequately for OJT. They need emphasis again during the final weeks to assist and support the trainee through his transition into full employment status. No detailed scheduling is suggested throughout the training program in order to allow the trainer maximum flexibility in coordinating curriculum with trainees' experience.

First and Second Weeks:

OJT . . . . 20 hours

Specific Skills and Basic Curriculum in a given field – 2 hour sessions . . . . . . 10 hours

Generic Issues Curriculum (Core Group) 2 hour sessions . . . . 10 hours
World of Work, 3 sessions – 6 hours
Remedial Skills, 2 sessions – 4 hours

Third to Twenty-second Weeks:

OJT . . . . 20 hours

Specific Skills and Basic Curriculum in a given field – 2 hour sessions . . . . . . 10 hours

Generic Issues Curriculum (Core Group) 2 hour sessions . . . . 10 hours

Twenty-third and Twenty-fourth Weeks:

OJT . . . . 20 hours

Specific Skills and Basic Curriculum in a given field – 2 hour sessions . . . . . . 10 hours

Generic Issues Curriculum (Core Group) – 2 hour sessions . . . . 10 hours
World of Work, 3 sessions – 6 hours
Remedial Skills, 2 sessions – 4 hours

Weeks 1 and 2:

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30 - 12:30	On-the-Job Training				
12:30 - 1:00	Lunch				
1:00 - 3:00	Generic Issues Curriculum (Core Group)	World of Work			Remedial Skills
3:00 - 5:00	Specific Entry Job-Skill Training and Basic Curriculum in a Specific Human Service Field				

Weeks 3-22:

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30 - 12:30	On-the-Job Training				
12:30 - 1:00	Lunch				
1:00 - 3:00	Generic Issues Curriculum (Core Group)				
3:00 - 5:00	Specific Entry Job-Skill Training and Basic Curriculum in a Specific Human Service Field				

Weeks 23 and 24:

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30 - 12:30	On-the-Job Training				
12:30 - 1:00	Lunch				
1:00 - 3:00	Generic Issues Curriculum (Core Group)	World of Work		Field Trip	Remedial Skills
3:00 - 5:00	Specific Entry Job-Skill Training and Basic Curriculum in a Specific Human Service Field				

Summary

The material in this sourcebook is presented to help the trainer anticipate problems and issues that will arise during a New Careers training program. More specifically, it is designed to help the trainer perceive and organize these problems into a curriculum called *Generic Issues in Human Services Training.*

Within each of the curriculum sections, training experience can be provided in a variety of ways. The material that follows in this sourcebook is not meant to be used as standardized lesson plans to be applied irrespective of the trainees' interest or experience. Instead, it is up to the trainer and his group to discover and create curriculum content based on the day-to-day life and experiences of trainees in the program. As topics of interest come up, they must be recognized and woven into the training experience.

The trainer must remain open to new possibilities and be flexible in the face of changing program and trainee demands. In this way, both trainers and trainees can share responsibility for the program, and add their own unique imprint to the curriculum and to the further development of New Careers.

It is suggested that the trainer consult Appendices A and B for a list of readings and classroom materials that will be useful in planning and conducting the training sessions.

GENERAL BIBLIOGRAPHY NO. 1

These references provide a comprehensive understanding of some of the general characteristics of disadvantaged persons and provide insight into their backgrounds. They will be extremely helpful in providing knowledge from which to plan the content of your instruction.

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Miller, Warren. *The Cool World.* Boston: Little, Brown, 1959.

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Silberman, C.E. *Crisis in Black and White.* New York: Random House, 1964.

Stein, M.R., et al. "Cats, Kicks and Colors," in *Identity and Anxiety.* Glencoe, Ill.: The Free Press, 1960.

Moynihan, Daniel. "Employment, Income and the Ordeal of the Negro Family." *Daedalus,* Fall, 1965.

Rainwater, Lee. "Crucible of Identity: The Negro Lower-Class Family." *Daedalus,* Winter, 1966.

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GENERAL BIBLIOGRAPHY NO. 2

These references provide excellent background material for simplifying and understanding the concepts on which the New Careers training program, particularly the core group concept, are based.

Seeman, Melvin. "Antidote to Alienation – Learning to Belong."*Trans-Action,* May/June 1966.

Langguth, Jack. "California's Gift to Psychotherapy." Harper's, June, 1967.

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Empey, Lemar T. *Social Systems Approach in Group Programs for Socially Deprived Youth.* Youth Studies Center, University of Southern California.

Fishman, Jacob R., et al. *Training for New Careers.* Washington, D.C.: The Institute for Youth Studies, Howard University, 1965.

MacLennan, Beryce, and William Klein, "Utilization of Groups in Job Training." *International Journal of Group Psychotherapy,* Oct., 1965.

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CHAPTER II

TIPS TO THE TRAINER

The trainee workbook is designed for use in conjunction with this sourcebook. It was written to parallel the content of this curriculum outline as closely as possible so that the two documents can be used together. The purposes of the trainee workbook are:

1. To help trainees develop a systematic approach to problems in their work and personal lives.
2. To provide them with a written record of basic information about their work, their community and continued education.
3. To provide them with a concrete record of their own thinking, ideas and aspirations.
4. To provide trainees the opportunity to practice the practical skills required on the job and in their personal lives.
5. To serve as a sourcebook to which they can refer after the training period has ended.
6. To provide the trainer with a set of comprehensive "probe" questions to aide in guiding group discussion.
7. To provide both the trainer and the trainee with a record that hopefully will reflect increased growth and development in the acquisition of new skills and knowledge.
8. To open the doors to learning basic information and skills on which to build in subsequent inservice or continuing education programs.

Organization and structure

The workbook is organized in sets of questions and exercises based on the content in the trainer's sourcebook. It is designed so that inserts, such as maps, diagrams and additional materials that the trainer or trainee wish to include can be placed in appropriate sections.

Workbook material can be used in a variety of ways. One method is to teach it in sequence, unit by unit, much as it traditionally done in classrooms. Another method, however, is to use the workbook as it is functionally appropriate. For example, if you are discussing *The World of Work,* discussion may center around the job market in your local community. In this case, the sections related to unemployment and job opportunities in the chapters on *The Community* or *Education and Training* should be helpful. You will note that topics are discussed in several sections of the curriculum, but that in each case, the focus and emphasis is somewhat different. You will want to use the section that is most relevant to the particular context of the discussion. A major reason for designing the workbook in this manner is to encourage the trainee to look at the same problem from a number of different viewpoints.

Both you and the trainees should read through the workbook before using it so you can be familiar with the range of content and the book in a manner that makes most sense in your program. Some sections will be of greater use than others. Some facts or information that you want to discuss may not be included. In these instances, the group should feel free to omit sections or insert others that are more pertinent.

You will note that a section on remedial skills has been omitted from the workbook. The range of education and needs of the trainees will vary significantly from program to program and within groups. Consequently, it was considered inadvisable to include a remedial section. Some basic remedial tests are available – basic remediation references are included in the bibliography of the section on remediation. As much as possible, you will want to individualize the remediation for the trainees in your own groups. It is suggested that you use the material in this sourcebook as a guide and modify or adopt it to the particular remedial and practical skill needs of your group.

When to use the workbook

This workbook is valuable only as it contributes to facilitating training and to documenting vital information and thinking. It is not intended as an end in itself, but rather as an instrument in the learning process.

Frequently, you will find that the trainees get so involved in discussion that using the workbook will interrupt and even destroy the flow of ideas. Since the most valuable learning takes place during the interchange of ideas (and not while recording them in a workbook), the trainer may want to suggest that the trainee use his workbook to jot down points or ideas that particularly impressed him.

The use of the workbook during core group may be more appropriate when a presentation or talk is being given, such as one on credit unions or the developmental stages of children. Again, should discussion "overtake" the lecture, the workbook may prove more of a hindrance than a help. The trainer may wish to assign certain sections to be filled in by the trainees at other times. For instance, it may be helpful for the trainee to take it to work and fill in the relevant information on regulations and key agency personnel there – or he may want to use it in skill training sessions. On the other hand, the trainer may want to assign certain sections to the trainee to fill in at home or in his spare time. You might want to assign a section to be filled in that is related to a particular bibliographic reference. Above all, be careful about using the workbook as a crutch to substitute for meaningful discussion.

A word on assigned readings

You will want to assign readings based on the ability and reading level of the trainees in your group. The references that have been included for trainees in the workbook vary in difficulty and sophistication. Before assigning a reading, the trainer would be wise to review it in order to ascertain whether it will be useful for his group. Past experience has indicated that sometimes trainees do not complete assignments because the material is too difficult – not because they lack the motivation. The trainer should feel free to add his own references to those listed. It is important that you have copies on hand to distribute, or else be able to tell the group where books or material are available. Trainees frequently cannot afford to buy books, and may not know how to locate them in a library. Assigned readings should be brief and relevant.

It is also recommended that the trainer decide on the audiovisual materials he plans to use and order them before training starts since there may be some delay in obtaining them. (See Page 66 for basic reference list.)

Problems and suggested solutions

The discussion of generic issues in the core group has been recommended for the reasons outlined in the introduction to this sourcebook. This is an effective vehicle not only for discussing mutual interests and concerns, but also *for demonstrating group process in action.* Experience with the core group has indicated a number of problems which typically arise.

The generic content relates primarily to the job and life experiences of trainees. Whether content is discussed in the core group or in a classroom, a workable system of feedback or communication between the trainees, instructor or leader, OJT supervisor and skill supervisor must be devised. Several channels of communication are possible.

Primarily, the leader will rely on trainees themselves to bring up issues or concerns for discussion. Frequently, however, trainees will tend to be selective about the problems or questions they raise. At times, the group members may band together for mutual support and protection. Also, their perceptions will at times differ significantly from those of their supervisors. Consequently, the group leader should plan continuing meetings, formal and informal, with other members of the training team in order to feedback to the trainees concerns that others may have about their performance and behavior. The trainees may interpret this interaction as a kind of "spying" upon them. *It is absolutely imperative that all program participants know at the outset not only that feedback from all participants will be requested, but also that they know the purpose of this feedback.* This is one of the ground rules of the program. A collaborative effort is required to spot deficiencies and potential problems as quickly as possible in order to remedy them, and to help staff members integrate their individual efforts into an overall coherent direction. The core group is the medium through which these related issues may be resolved.

The content is also related to problems and concerns felt by the trainee in relation to himself, family, friends and the community in which he lives. Frequently, trainees will have incorporated dysfunctional coping mechanisms into their patterns of behavior. Their methods of coping may serve only to intensify problems, or they may be appropriate in one setting but not in another.

The role of the trainer is to help the group define ways in which they have coped with problems in the past and to encourage them to think through various methods of coping – to "try them on for size" through role play or on the job, at home or in the community. *The ultimate decision about how to deal with problems or the relative importance of problems and concerns to the trainee must be made by the trainee himself.* The role of the trainer is to lead the group in providing some alternatives around which decision-making can take place.

Defensiveness

Frequently, in core group sessions, confrontation will take place between individuals with respect to conduct of an individual on the job. For example, a trainee may suggest that another trainee did not perform a specific task in the best possible manner, or the leader may have to point out that an error was made in judgement or in performance or the trainees may challenge a decision made by the trainer. Bringing such issues to light is an important part of the process of teaching generic issues, since it is important to be absolutely honest with trainees about program weaknesses and errors, as well as about their own errors, if they are to make progress.

When such confrontation takes place, trainees (and the leader as well) are likely to react defensively. Consequently, the leader should strive to help trainees overcome feelings of defensiveness about mistakes. It is important to point out that some things may not work out as planned and that to resolve issues, they must be clearly defined and completely understood. It is also important to suggest that ambiguity and uncertainty are inevitable in training programs.Consequently, there is a need to learn ways of coping with the anxiety and disappointment that result from confrontation. The leader is in the pivotal position of underlining this issue not only with trainees but also with other members of the training team. He has major responsibility for establishing and maintaining a climate of openness and freedom of expression and interchange.

Responsibility

The curriculum in generic issues is designed to focus on and bring together the concerns of both trainer and trainees. As in most groups, however, group members may tend to sit back and expect the leader to take all responsibility for planning and developing the curriculum content. At the same time, trainees may complain about being bored, having nothing to discuss or wanting to leave early. Consequently, the leader must deal with the group's dependency by making it clear that group members can and should participate in determining the purpose and direction of group discussion.

He can delineate areas in which members have a role in decision-making and determination of content. He must also clarify those aspects of policy not open to change or deliberation by trainees. The leader will be most active in determining the content of initial meetings, but responsibility for group behavior and group contribution to content should increasingly be placed on the shoulders of the trainees themselves. The role of the leader, then, is to integrate the learning into a broader conceptual framework and to provide direction for discussions. The leader can point out the trainees' responsibility in seeing that sessions have interest and value to them. He may also take advantage of restlessness and apathy to teach trainees how to get through boring interludes and maintain a minimal posture of attention.

Communication and feedback

The core group leader is in a unique position to receive feedback information from all of the other components of the training program. Much curriculum development depends on the systematic collection of information from the trainee, his OJT supervisor, the remedial instructor and the project director.

Experience has shown that these professional persons as well as the trainees are reluctant to discuss issues which they perceive as reflecting poorly on themselves. Often supervisors and trainers tend to view the successful performance by the trainees as an indication of their own professional competence. On the other hand, some supervisors and trainers take a somewhat altruistic pose during training and overlook or accept minimal or poor performance from trainees. Sometimes this happens as a result of a preconception that only minimal performance can be expected of the trainees. And sometime staff members fear they will be labeled as squares, "nonswingers", or as resistant or prejudiced if their statements contain any criticism.

When this occurs, their responses tend to be general and vaguely optimistic, such as "everything's fine," "no problems that I can't handle," or "I'm sure things will go well in time." The core group leader can respond in two ways to obtain more definitive information:

1. In the weekly seminar with OJT supervisors, he can raise hypothetical problems or issues that may be of general concern, e.g., lateness, absence or lack of initiative of the trainees. Supervisors may respond more accurately as they recognize the commonality of issues which they previously may have seen as individual concerns.
2. In his individual contacts with supervisors, he can respond to the general response of "no problems" with questions aimed at getting specific information, e.g., "Can you tell me about some of the things the trainee is doing well?" or "Exactly what is he doing?" or "Where do you think we might include additional areas of training for him?" Such questions not only provide clues but also can enable the leader to make concrete suggestions, assure the supervisor of the feedback for core group sessions, and provide additional feedback on common problems to the weekly supervisory seminars. When the concerns remain unspoken, the issues remain unresolved, and supervisors often are reluctant to recommend trainees for employment at the end of the program. Instead, they tend to advise longer training or ask for transfer to some other unit. They may abruptly pour out previously unstated problems to justify not transferring the trainee to employee status.

Similar problems may occur with the trainee group. Often the trainees will be quite verbal and critical of agency, supervisor or program. As might be anticipated, they will be less informative about their own deficiencies or "hang-ups" on the job. It is often the responsibility of the core group leader to raise issues which may be uncomfortable or distasteful to the trainees and to hold the group to a discussion of these issues if members want to evade or deny them by veering off into another avenue of discussion.

Activity

Many undereducated persons tend to regard work as something physical. It is difficult for some to make the transition into considering mental endeavor as legitimate work. Trainees tend to respond most positively to activity-oriented sessions in which they can participate directly. To this end, the activity of role-playing is a helpful technique in involving trainees in acting out solutions to problems and may be more meaningful to them than group discussion. Field trips can also be helpful in satisfying the need for physical movement and involvement.

Mutual support

A central purpose of training in generic issues, particularly in the sections of training on the World of Work, is to "socialize" trainees into accepting job responsibilities and developing stable work habits and relationships. Although trainees are aware, for example, that they should come to work on time each day, severe problems have developed in training and employment centers because of lateness or absence from work. Helping trainees to understand why they must be on time and report for work daily is more important than simply stating the dictum "You must be at work at 9 a.m."

Several techniques have been devised both by trainers and by trainees to handle the problem and consequences of lateness and absence. They include systems such as assessing fines or docking pay. One challenge the leader faces is the welding of trainees into a kind of reference group which can provide support and ensure the acceptance of mutual responsibility among its members. In some groups where this kind of support has been developed, members have worked out systems in which trainees call or pick up each other in the morning. If a member is absent, one or several trainees will stop at his house or apartment to find out what is wrong or to encourage him to be at work the next day.

It is not easy to stimulate this kind of interaction among trainees since most of their previous experience has taught them to look out for themselves and that the actions of other persons are not their concern. In the more informal structure of the neighborhood, people often go to great lengths to protect and support each other, but in training situations, there is often resistance to becoming involved with other people in this way. Once the provision of mutual support has been stimulated, however, it can prove to be far more effective than the more primitive methods of fines or docking pay.

Commitment

One problem that plagues most manpower training programs is the high dropout rate of enrollees. The New Careers training model, however, has evidenced an unusual capacity to "hold" its enrollees to completion of the program.

The mutual support process just described has been one important factor influencing trainees to stay in the program. Another is staff commitment. Clearly, the word, commitment, does not mean the same thing to everyone. It can be interpreted as the development of strong interpersonal relationships with trainees that border on the maternal and the dependent. Or may be interpreted as a form of insistence that the trainees look at one another and themselves for help, support and understanding in a hard nosed and consistent manner. Commitment can also be considered as determination from the outset in setting a reasonable standard for achievement and performance for the trainee rather than accepting the easy alternative of failure or feelings of inadequacy. It can be the willingness to design enough flexibility into the program so that individual and group needs can be met adequately through curriculum and program change. The common element in all of these definitions or interpretations is the need to somehow convey to the trainees the faith and expectation of significant persons about his actual or potential ability to succeed. The core group leader is, in this sense, the advocate for the trainee– not only to the employing agency but also to the trainee in behalf of himself.

MacLennan and Klein* have pointed out:

> A primary dilemma for all persons who are attempting to achieve change of any sort in individuals whether engaged in teaching, guidance or therapy, is felt in acute form by the core leader. On the one hand, his function is to help the youth learn how to accept training and manage to become satisfactory employees. One might say a measure of his competence is his ability to enable the youth to stay in the program and to achieve this goal. However, ultimately all people have to be left free to decide whether they want to change, whether they are prepared to learn, whether they would or would not rather remain in the old situation with all its penalties, drawbacks and dissatisfactions or else they become pawns of the interventionist .... The same dilemma is manifested in the group. On the one hand, we say to the members that it is important that each takes responsibility for himself; we also say that the members have a group responsibility to help each other work out problems .... The line between responsibility and concern and over involvement and manipulation is a thin one, and sometimes hard to maintain.

Evaluation

As the program progresses toward the midpoint, it is suggested that an evaluation of both the program and the individual trainees be prepared. This evaluation should serve three purposes:

1. to give the training team and the trainees an opportunity to review what has been accomplished in relation to the original program goals and training design,
2. to provide the trainers and the trainees an opportunity to assess individual strengths and weaknesses, and
3. to provide feedback information in order to define what modifications and additions may be required in the second half of the program to maintain a maximum flexibility of approach.

The trainees, as well as the trainers, should be participants in the evaluation process. It is a good idea to suggest that the trainees as a group evaluate the program. The relative anonymity of a group evaluation often permits a more honest and critical appraisal than individual reactions in which the trainee may feel intimidated or write down what he thinks the trainer wants to hear.

Additionally,as the trainees together discuss the merits or deficiencies in the program and staff, they trigger ideas which might not occur to them individually. The two program evaluations for trainer and trainee can be helpful, not only in reflecting the different perceptions of each group, but especially as a guide for modification in the second half of the program. Both sets of program evaluation should then be discussed in the group.

While the trainee prepares evaluations of the trainees' performance in the program, it is suggested that the trainees prepare a self-evaluation, using a duplicate of the form the trainer is preparing. In discussing the trainee's evaluation with him, the two perceptions can then be used as a base for comparison and as an important learning device for both the trainer and the trainee.

Programs will differ with respect to which trainer prepares and presents the evaluations. It is frequently helpful to have each trainer or supervisor prepare an evaluation. Generally, experience has indicated that the OJT supervisor is most effective in presenting job evaluations to the trainees because of his employer relationship to the individual involved. The core group leader might give a separate evaluation to the trainee, reflecting progress in remediation and generic issues sessions. The individual evaluations should be discussed with each trainee privately to insure time and freedom for a frank interchange. It is suggested that trainees sign their evaluations and be given a copy for their own use.

The following suggested trainee group evaluation of a New Careers program and individual aide evaluation forms were developed in a mental health aide training program at the Community Mental Health Center, Area B, Washington, D.C.

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*MacLennan, Beryce W., and William L. Klein. "Utilization of Groups in Job Training with the Socially Deprived." *Journal of Group Psychotherapy.*

SUGGESTED TRAINEE GROUP EVALUATION OF PROGRAM

Introduction

We are trying to see where we can make our training program better. We always ask trainees to level with us about the program. We usually do this about half-way through the training.

We would like you to evaluate all of the different parts of the program. We want you to do it this way:

1. Do it as a group.
2. Choose someone or have someone agree to be the recorder and group reporter.
3. Do not tell who said what.
4. If the group doesn't agree about something, report this, giving all sides.
5. Use this outline for the discussion and for reporting back what the group thinks.
6. Tell it like it is.

Discussion Questions

Talk about each of the different parts of training, (core, remediation, skills, OJT) and evaluate each, on these points.

Training Program Parts:

1. Do you think it has helped you? How?
2. Do you think it hasn't helped very much? Why?
3. Does this part of training seem to have anything to do with the other parts? If so why? If not why?
4. Do you think you need this part of the training program at this point?
5. What do you like best about this part of training? Why?
6. What do you like least about this part of training? Why?
7. Would you like to see this part of training continued after 3 months? Why?
8. What would you like to see put into this part?
9. What would you like to see cut out of this part?

Training Program Staff:

Evaluate the person who is responsible for each part of the training (core, remediation, skills, OJT) on these points:

1. Does he have anything to teach you? What?
2. Is he able to get it across?
3. Does he take your comments seriously? How do you know?
4. Is there anything about this staff person that bothers you?

Training Program Trainees:

Evaluate yourselves as a group in relation to each of the following parts of the program (core, remediation, skill, OJT) on these points:

1. Do you think as a *group,* you are giving everything you've got? Ex: attendance, participation, cooperation. Include more items of your own. If so, give some examples. If not, what are the hangups?
2. What do you know now that you didn't know before training started?
3. Do you think you're providing a service that the community needs?

General Questions:

1. What other comments do you have to make about the program and its staff?

2. Do you think the program should be changed in any way? What are your recommendations?

SUGGESTED INDIVIDUAL AIDE EVALUATION

Aide:____________________

Evaluator:____________________

Date:____________________

Position:____________________

Circle the place on the continuum after each question according to how you would rate the trainee. A rating of 1 means poor; 2 indicates average; 3 indicates good; 4 means high or excellent, and the question mark indicates uncertainty on your part.

1. Trainee generally participates actively in group sessions.	1 2 3 4 ?
2. Trainee's contributions to discussion are to the point.	1 2 3 4 ?
3. The trainee has a basic understanding of the material covered.	1 2 3 4 ?
4. The trainee is attentive and seems interested.	1 2 3 4 ?
5. The trainee requests information or help.	1 2 3 4 ?
6. The trainee accepts correction or criticism.	1 2 3 4 ?
7. The trainee is punctual and regular in attendance.	1 2 3 4 ?
8. The trainee understands his role as an aide.	1 2 3 4 ?
9. The trainee is able to get along with other trainees.	1 2 3 4 ?

Part II

Please answer the following questions in the space provided.

1. What improvements have you noticed in the trainee's performance and participation?

2. What are the trainee's strong points?

3. What are the trainee's weak points?

4. Are there any areas in which the trainee has particular difficulty and in which you feel he should be given additional help?

5. How would you describe this trainee in terms of attitude, interest and ability in respect to mental health work?

6. Do you feel this trainee is ready to assume responsibility as an Aide at this stage of training? Why?

7. Additional comments:

CHAPTER III

FIELD TRIPS

The more dramatic and true-to-life the curriculum material can be made, the more useful it will be to trainees. Much of the training curriculum can be made exciting and realistic through relevant field trips. Various generic issues will provide the guidelines for planning such trips. Sessions on politics or employment, for example, will have more meaning when discussion can be built on the group experiences of a visit to City Hall or an employment agency.

Reciprocally, field trips are much more effective when the trainees have some general and theoretical knowledge about the places they are visiting. They will then know what to look for and can ask pertinent questions and make critical observations.

Field trips bring the trainees into contact with a variety of people engaged in human services. They will begin to see that they are part of a professional field that is much larger than the specific area in which they are working. They will not only broaden their knowledge of the human services, but will also see a variety of career opportunities. Through discussion of the hows and whys of the human service professions observed, their motivation and commitment to their own work can be strengthened as they begin to see its overall significance.

Human service workers must have a working knowledge of the social agencies and other resources in their community – they must know how these agencies work and how to use them. It is particularly important that this knowledge be provided for workers from culturally and economically deprived segments of the population. Most of them will not have had positive experiences with community agencies simply because they often view them as a formidable part of the establishment which generally works against them. They may have felt intimidated by institutions. They do not have the verbal skills to be able to articulate their needs nor the confidence to confront the agencies effectively. By visiting the agencies and talking with people who render services, the unfamiliar may become familiar and the trainees' confidence may be strengthened.

The basic objectives of field trips are:

1. To acquaint the trainees with community resources.
2. To dramatize other parts of the training curriculum – to move from theory and abstractions to real-life situations.
3. To give trainees practice in planning and implementing activities.
4. To help trainees identify with the human services through observing and discussing the strengths and weaknesses in current social and human services.
5. To help them think of contributions they might make to the improvement of services.

Suggested Field Trips for Various Training Content Areas

These suggestions for field trips are based on the kinds of topics to be covered in a consideration of generic issues. Many more could be arranged depending on local conditions and the interests and concerns of the group.

I. Perspectives on Poverty

Trips to the local welfare department or health and welfare council, the Salvation Army or a family-child service agency can provide insight into the types of services offered the poor, how they are offered, and the attitudes of staff members who provide services.

Insight into the life of the impoverished and their education can be gained by visiting a slum school and talking to teachers, counselors and administrators to try to get both sides of the picture (since most trainees will have had some negative experience with the schools). Visits to local housing agencies such as those dealing with urban renewal and public housing and to nonprofit housing corporations also can be instructive to trainees. This is true as well for visits to medical clinics and discussions with administrators and medical staff.

Finally, staff members of the local Community Action Program (Office of Economic Opportunity) can provide insight into new methods of intervention in the poverty situation. Health and welfare council staff members can also give an overview of services and interventions conducted to combat poverty in the community.

The health and welfare council staff should also be able to provide a rundown on various public and private social services agencies. It usually has information and referral services that trainees should know how to use. Trainees would not only get to know what services are available and how they work but also who to contact to bring any given service to bear on a particular problem.

Community Action Program staff members can also provide some idea of the effectiveness of the War on Poverty and the degree to which the poverty population is involved in dealing with its own problems. Trainees should visit the different divisions of these agencies to hear opinions and get information from community organizers, research personnel, case-workers, consumer education personnel, etc.

II. Minority Group History and Identity

Trainees can visit local civil rights and human relations groups or museums or libraries that have collections of Negro or any minority group history.

One of the best visits with respect to the history of Negroes in America would be to a "freedom school" if such exists in the area. If not, perhaps a leader at one of the civil rights organizations could talk with the trainees. When a visit is made to a Negro history society or museum, someone knowledgeable should be available to explain and discuss the topic. The same approach is suggested for dealing with other minority groups; local community leaders could be invited to address the trainees.

III. The Employment Structure

A visit to a local employment service and a systematic discussion of how it works is recommended. Most major cities have either state or federal employment offices with personnel who can give insight into the problems of the labor market and full employment for all people. Through talks with these personnel, information can also be obtained on innovative programs to increase the opportunities for employment and careers for the poor.

A visit to the local state or employment agency should give the trainees an idea of how such an agency works and why it was established. They could visit various segments of that agency such as the youth employment branch, the manpower training and development branch and the unemployment compensation board and talk with workers there to try to get a sense of the operation of the whole agency.

A schematic diagram of the employment structure might be presented to trainees to copy or keep. They should also learn the qualifications needed for various types of jobs and about the workings of the state civil service merit system and particularly the Federal Civil Service Commission.

IV. The Community

Community structures must be looked at on at least three levels: neighborhood, citywide and governmental. Therefore, it would be helpful to visit local community councils or other organizations of neighborhood residents, organizations that represent business and the professions, and city hall.

Many community councils or neighborhood organizations have professional community organizers. From them, the trainees can get an idea of what it takes to develop neighborhood organization and cohesiveness. Local neighborhood leaders can give trainees an idea of the needs, feelings and attitudes of the community and the values they place on local organizations. It would be helpful if the trainee could attend a meeting of a neighborhood organization.

A visit to the Board of Trade would reveal private interests from both the political and economic sectors of the community. Because of its own vested interests, the Board would have a different slant on the structure and problems of the community than would some of the social organizations. The trainees should be alerted to the different positions taken by various organizations and the amount of influence the different organizations have in determining the direction of community progress and political leanings.

Another useful visit for trainees would be to a hearing held by the Government on some particular proposal or issue. Before going to the hearing, the trainees could be given background material on what issues are being discussed and what different interests are represented. They could analyze the various factors involved, and try to come up with their own opinions or ideas of what would be the most equitable outcome. Also, they should be helped to understand how each of the concerned parties fits into the overall political, economic and social structure of the community.

A visit to city hall can help the trainees get a feel of the overall governmental structure of the community. They would be able to see the various divisions and branches of the government and all the various elements that go into running a community. Such a trip would also help them develop a sense of their own relationship to the government and, hopefully, help them feel less threatened or frightened by large institutions. It will also be helpful for them to know their way around city hall in the event that they ever need to make use of its services or to register any complaint. If possible, trainees might attend a session of the city or county council.

V. Law and Its Relation to Society

A legal aid society staff can present the legal issues affecting the poor. Visits to the courts and the police department would be important – not only for information but also to help the trainees develop confidence in dealing with law enforcement authorities.

Either as a part of or in parallel with the legal aid trip, trainees should have the opportunity to talk to a lawyer practicing in the community. He would know both the legal rights and the legal responsibilities of people in the community. He could also give some insight into the treatment of poor people or minority groups in the overall legal and court systems. He could discuss the legal issues of housing (evictions and code violations), juvenile offenses, narcotics and drunkenness, the general crime pattern in the community, and the pros and cons of police handling of cases.

During the visit to the courts, the trainees might talk with a local judge or court official to get his views on the role of law in society and the local situation. A visit to the police department and a talk to police officers would help give the trainees a view of how the police view their jobs. Trainees need to become familiar with the police so that they will be able to work with them on behalf of those they serve.

VI. Consumer Education

Visits to a credit union and to a planned parenthood organization could be helpful to the trainees in dealing with their own personal living situations as well as giving them some information applicable to their work. The welfare department or the Community Action Program sometimes have consumer education divisions. These would be worth visiting to find out how their programs work and to learn some of the broad dimensions of problems facing the poor.

A visit to a federal credit union in a local neighborhood can help the trainees understand what is being done to help local people manage their funds and what actually goes into such things as budgeting and saving money. The trainees could learn exactly how a credit union works for their own personal benefit, as well as being able to guide others to use the credit unions. The credit union personnel probably would be able to give the trainees on-the-spot lessons in money management.

Since the number of children in a family has a direct relationship to family economics, it would be useful to visit a planned parenthood or family planning organization. This trip would not necessarily have to concentrate on birth control per se, but could show how family planning can help with family economics. It will, of course, be quite helpful to visit an agency that provides consultation on budgeting for wise buying of food, clothing, furniture, and so on. This type of advice is often provided by settlement houses or Community Action Programs.

VII. Group Dynamics and Process

A visit to a group work agency such as a settlement house is appropriate, preferably at a time when work with groups is actually being conducted. Trainees can then see not only how group programs are designed but also how they work out in practice.

Trainees might be able to get some ideas on designing programs for groups. Depending on the kind of human service work for which the trainees are being trained, a visit to a residential institution where group activities are conducted might be appropriate.

Suggestions for Field Trip Implementation

1. While discussing program goals with trainees, the group leader may suggest a number of places to visit. The trainees can, through their own discussion decide on those places they think most important. Here, the leader can help by keeping the discussion focused on overall training goals: to gain familiarity with a wide variety of community agencies and institutions, and to help trainees identify with their jobs.
2. Whenever possible, trainees should be given the responsibility for planning and arranging the field trips, with the group leader available for help and advice when necessary.
3. Before each field trip, the trainees should be given background information on the place being visited. They should be responsible for securing some of this information themselves.
4. As soon as possible after the field trip, the group should discuss the visit. The discussion should cover a critical look at the services offered; problems noted; disparities between what is said and done; strengths and weaknesses, and possible relationships to the work or family life of the trainees themselves.

CHAPTER IV

THE INDIVIDUAL AND HIS RELATIONSHIP TO THE WORLD OF WORK

Suppose that a trainee assigned to On-the-Job Training in a day-care agency is given the task of washing milk cups after snacktime. He doesn't like this; he feels it is not a part of his job, and he has apparently failed to work out the problem with his supervisor. Consequently, he brings his resentment to the core group. What can be done?

The trainer can allow or encourage a discussion of the personality and "hang-ups" of the trainee or of the supervisor, focusing on the persons involved, their grievances, and the justices and injustices of the system. If this is the approach, the trainee is in effect singled out for help, while others in the group either support or attack his position. Eventually, the trainee may come to see things differently. It is hoped that he will be able to generalize and relate his new-found attitudes to other problem areas, and that the group as a whole will learn something from the experience.

A possible ***negative*** outcome of this approach, however, is an increase in anger and resentment as personalities are probed, privacy is felt to be violated, and issues are raised which appear to be peripheral to the problem at hand. The discussion leads to an educational and psychological dead end, with a consequent rise in frustration. This is even more likely when the pressure of daily events in the actual training program leaves little room for a detached and analytical resolution of feelings.

But if the event and feelings it aroused can be put into a different context, a detailed look can be taken at the issues involved rather than a narrow focusing on the event itself. When the trainee complains about washing cups, the discussion which follows can branch out in a number of ways under the direction of the group leader:

1. An analysis of all the tasks that must be performed to conduct the total program.
2. A discussion of the distinction between tasks that can be performed by the trainee and those that must be performed by professional staff members.
3. Discussion of procedures that would improve the total program.
4. Determination of whether the assigned tasks are related to program goals. For example, is the task simply a custodial one or is it a vehicle for interaction with the children? Can trainee and children work together to complete the task? If so, is there opportunity for interaction as they work together? What might be the purpose of this joint activity?

Part of the discussion may center around how trainees can most effectively make suggestions or ask questions of a supervisor about their roles and responsibilities. The purpose and value of supervision can be explored. Discussion can also include an analysis of the roles and functions of other agency personnel and how they do not interrelate. Formal and informal means of communicating can be considered – which methods are used for what purposes, and what part the trainee can play in the process.

Typical blocks to communication can be investigated, with trainees bringing up related incidents from a variety of experiences. Role-play situations based on the supervisor-trainee relationship can be enacted, and different approaches tried. Trainees can report on the success or failure of various approaches selected by the group. And, if all attempts fail, the group can decide what appropriate action to take.

The possibilities for handling such incidents are almost limitless, although in all cases the emphasis is on: 1) generalizing to broad concerns in the area of work habits and relationships; and 2) providing the trainee with the information, practice and support he needs to become an *active* agent in understanding and solving work-related problems, rather than just passively responding to them.

The leader's job is to help tie the discussion to the original incident to allow the trainees to make connections between it and related areas. The incident does not stand alone. It is an event which can lead into related areas of experience, possibility and thought. It can also be an occasion for learning new skills and practicing new behavior. Moreover, this approach focuses on the trainees' abilities and competence for learning and action, rather than on destructive involvement with deficits and weaknesses.

In the following section, an outline is presented of the major areas of concern that trainees bring up regularly or need to become aware of as they function on the job. Central issues are included, as well as suggestions for ways of expanding on and emphasizing them. Since these kinds of issues may come up almost anytime during training, the trainer should familiarize himself with the *range* of issues so he can have maximum flexibility in capitalizing on events or problems as they arise.

The World of Work

Overall Objectives:

I. To provide trainees a comprehensive understanding of the total work setting:
    A. To help trainees understand their specific work roles.
    B. To help trainees thoroughly grasp the regulations of both the training program and the employing agency.
    C. To give trainees an understanding of the expectations and standards common to all human service personnel.
    D. To help them gain perspective regarding their jobs in relationship to other positions in their field and agency.
    E. To provide trainees with a sense of the implicit duties and responsibilities that go along with their jobs.
    F. To help trainees understand the overall employment structure in their community and their place in it.
    G. To help them develop an image of human services workers with which they can identify.

II. To explore with the trainees the meaning of work:
   A. To help them examine their motivation for this type of work.
   B. To help trainees understand the nature of various types of work, particularly that in which they will be engaged.
   C. To help trainees develop a grasp of their work as something more important than a job to earn a livelihood.

III. To help the trainees sort out their feelings about working with other people in various capacities.

IV. To help trainees understand the place of the human services in our society and the local community:
   A. To help trainees understand the need for effective human services.
   B. To examine with the trainees the characteristics of the social structure that cause this need.
   C. To explore with the trainees various strategies for meeting the needs of society and community.

Content Outline:

I. *Role and Responsibility*

For anyone to do his job to the best of his ability, he must have a clear understanding of exactly what is expected of him. The starting point for gaining this understanding is the job description. In a New Careers training program, the training is geared toward the description of the job that will be filled at the completion of training. Besides the explicit roles and responsibilities outlined in the job description, others are implicit in any job but perhaps found to a greater degree in the human services than in more technical jobs.

It is important for the trainee to know exactly what he is getting into from the beginning. Hence, the World of Work might begin with a detailed discussion of the tasks outlined in the job description, the reasons various tasks are included, individual responsibility, and suggested methods of fulfilling these responsibilities. The trainees should realize that not everything that is expected of them is written out in the job description or work rules.

Integral to understanding and accepting the role and responsibilities of human service aides is an understanding of the nature of human service work in general. The trainees need to be able to develop a clear image of the human service worker and identify themselves with this image. The attitude of the trainer toward the service image will to a large degree determine the facility with which the trainees will come to identify with it. The trainees must come to see their roles as purveyors of services which meet important human needs and recognize their responsibilities in fulfilling these roles.

From the start, they need to recognize that part of their responsibility is to adhere to the regulations of both the training program and the employing agency. They need to be helped to understand that rules and regulations are established for specific purposes and to keep the agency or program organized for the most effective rendering of services or imparting of skills and knowledge. They must be given the opportunity, however, to examine and question these rules and regulations. Some may be dysfunctional some of the time or unduly restrictive or obsolete, but the trainees must learn to work in the context of agency standards, while planning for change.

Finally, the motivation and morale of trainees will be increased if they know exactly where they stand in terms of administrative procedures. This includes knowing exactly what to expect regarding their training allowances or salaries, as well as benefits, leave time and possibilities for advancement.

II. *The Nature and Meaning of Work*

It is important for trainees to examine their attitudes toward work if they are to be able to function effectively in the human services. Often, what they are accustomed to considering as work is likely to differ from what they will find in the human services. Work may be examined on four levels: as a job, as a task, as an occupation, and as a career. As a *job,* it is simply work to do and get paid for with little or no emotional involvement or attachment. As a *task,* one finds some satisfaction in his work, but it still remains a relatively impersonal operation, which he can take or leave. Work can be considered an *occupation* when one assumes responsibility for it and begins to identify with it. It is a *career* when one identifies himself with his work and holds it as a primary source of self fulfillment. In order to carry out human service work effectively, a person must invest himself in his work to the point that the goals of the job become his personal goals. To do this, he must assume the human services as a career and find personal identity in his field of service. This is a long process, but it can begin in the initial phases of training.

Consideration should also be given to physical work and mental work. Often, uneducated and unskilled people consider only physical labor to be real work. Their life styles are activity-oriented. Since there is very little physical labor in the human services, and since more mental and emotional involvement is required than in many other kinds of work, trainees may need to discuss mental activity as a valid and meaningful form of work. Human service work requires what the trainees may term "just sitting around" in the form of staff meetings, conferences, or reading and writing reports. It is necessary that they begin to see these functions as important parts of their work. Actual work in the human services – resolving problems with individuals or communities, or filling specific needs of clientele – needs to be seen as the outcome of nonphysical work. In order to solve problems or fulfill needs, strategies must be worked out in meetings, on paper and through reading.

III. *The Nonprofessional in the Human Services*

For a trainee to develop a positive image and identification with the human services, he must have a clear grasp of the importance of his role: 1) to carry out vital functions that do not require professional training, thereby freeing the professionals to do work they are uniquely prepared to do, and 2) to contribute to the development of new or different kinds of service. The ultimate objective of this process is to improve the quality of the services and to reach more people in need.

The trainees should be regarded as having particular talents of their own. This will be increasingly important in the kinds of relationships that will develop between aides and professionals. Rather than classifying them in inferior positions to professionals, they are in fact part of a human service team with specific responsibilities. To the extent that they are competently and conscientiously fulfilling their roles, they have every right to be treated with respect and candor, as are professionals. Even though they are technically nonprofessional, they should be developing a professional attitude toward their work.

It will be easier for trainees to develop healthy images of their roles if they understand the innovative nature of their positions. The ideal of careers in the helping professions for people who are educationally, culturally, and economically deprived is new and radical. At this early stage, nonprofessionals have not yet become an established part of human service institutions. They are not only part of an innovative approach to the improvement and delivery of services, but they are also helping to open a whole new arena of work for people who have up to now been denied access to employment in the human services. From their ranks have come the largest number of recipients of services – the people most in need of help. The degree of success achieved by the first trainees will, to a large measure, determine future acceptance of this approach by both the institutions and society.

Finally, the trainees need to examine carefully their possibilities for advancing in the field and eventually moving into professional ranks. They need to be realistic about this prospect, taking into consideration their own situations, age, family and other obligations, weighing them against what they must do to advance, such as finishing high school, going to college or getting specialized training.

IV. *On-the-Job Relationships*

To work smoothly and effectively, trainees should realize that they are part of a team which relies on cooperation to reach common goals. The individual should know what his responsibilities are and move toward fulfilling them. He cannot allow himself to be diverted by his personal interests or those of his colleagues. By the same token, while he may disagree, he needs to be aware that he has no right to interfere in the affairs of his colleagues if they do not come under the purview of his responsibilities. He also should be aware, however, of the appropriate place and person with whom he can raise questions and concerns and share his opinions.

The trainee needs to know how to use supervision. This is a much easier task for him if he understands its purpose, e.g., to help the worker do a better job, to promote his individual growth and capacity, to facilitate communication throughout the agency or program, and to keep the work moving toward the objectives of the service in concert with the policies of the agency. The supervisor may be looked upon as both a teacher, guide, and as an agency representative. The trainee needs to recognize the authority of his supervisors but not become a lackey. In order to keep supervisory relationships healthy, the aide must feel free to state his opinions and take stands. The sense of freedom to do this can often be a subjective matter. Therefore, the trainees as well as their supervisors need to examine their feelings about authority, criticism, and supervision.

The human service aide should be able to stand with confidence among other workers both from his own or other agencies and other fields of service. The degree of confidence one has is frequently proportionate to his degree of competence. The development of both of these should begin early in training. His authority and ability to get things done through other people will largely depend upon how he views himself and how he approaches others. In making phone calls, participating in meetings and conferences, and so on, he will more easily achieve his objectives if he is confident and knowledgeable.

V. *The Employment Structure*

The trainees need to know in detail who they are working for and how they and everyone else in the agency or service fits into the picture. This knowledge will help them develop a sense of working as part of a team and the awareness that their part is important. This can be done by using a schematic diagram of the agency. Another diagram can be developed which shows how that particular agency or service fits into the larger configuration of services in the community. It is helpful to relate the services and goals of the agency to the diagrams, so that the trainees can see how each division plays a part in moving toward agency objectives.

It is also valuable for the trainees to have an understanding of the work of other human service agencies in the community and how the skill and knowledge they are developing is applicable in other fields. A list of the other agencies and their functions would help the trainees gain perspective on what is available and on the other opportunities for employment.

Many human services exist within government agencies. Often, civil service appointments are required to work within these agencies. Trainees should understand the functions and procedures of governmental employment services – local, state and federal.

Seeking and obtaining employment is not always cut and dried, based simply on a person's ability to do a job. To avoid later disillusionment, it would be well to discuss the politics of employment with the trainees so they will know what to expect and have some idea of how to negotiate the employment systems. Certain groups have vested interests in perpetuating structures and procedures that may be dysfunctional to others. With some insight into this problem, the trainees may better understand why some oppressive conditions exist in our society, and be motivated to work toward functional changes of these conditions.

VI. *The Human Service Worker in the Community*

This area of consideration integrates all of the World of Work material by focusing on the reasons for the existence of the human services, their modes of operation and the function of the worker. The need for a particular human service can be well put across if it is placed in its historical and social context. A group might examine in the history of our society what gave rise to a particular need or problem and what social forces perpetuate it. Then, the ramifications of this problem for the whole society can be considered. Finally, steps taken over the years to deal with the problem, and their success or failure can be discussed.

The response of the community and various segments of the society affects the degree to which a problematic situation may be ameliorated. What has been the response to the strategies of intervention to this particular human service? What portents exist for the future?

The human service worker has a twofold role: One, he is a skilled practitioner dispensing services to meet the immediate needs of people. Two, he is an agent of change with an eye on the future. In one sense, he desires to create changes in the structures of the society which will eliminate the problems and thus eliminate the need for his specific service!

Suggested Activities

The primary activity in presenting the World of Work material is open discussion in an atmosphere of acceptance. Much of the material is factual and therefore must be presented in some concrete form. But once the information is presented to trainees, they need to have an opportunity to express their opinions and discuss them freely.

Some of the material may be presented to the trainees in written form. Job descriptions and agency regulations, for example, should be available to all of the trainees in writing. Some agencies may have films, slides or film strips that show various operations and services. Wherever possible, these should be used.

A number of field trips can be related to this material. Other agencies may be visited, as well as governmental offices and proceedings. Tours of various parts of the community would be in order with the trainees instructed to note the functions of various agencies and the policy regulations under which they operate.

WORLD OF WORK
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> "The Function and Meaning of Work and the Job" by Morse and Weiss; The section on Social Status of Occupations, Part VIII; The section on Occupations and Social Power, Part XI; "Social Correlates of Occupations Membership" by Nosow; "Work and the Family" by Dyer; and other articles that could be selected by the instructor.

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*Suitable for use by the trainees.

CHAPTER V

THE INDIVIDUAL AND HIS RELATIONSHIP TO PEOPLE

It is commonly accepted that technical and practical knowledge are not enough for effective job performance in human services. Successful performance is, to a significant extent, linked to a broad understanding of human behavior and its various manifestations. The worker should possess a framework of human relations skills which adds relevance and meaning to his technical competence. Simply to know the technique of taking a blood sample from a patient, for example, is not enough. The worker must also be aware of feelings people may have about illness, hospitals, doctors, and health care, and must understand them and be able to apply that understanding to the everyday interactions of his job.

Such knowledge is not acquired solely from textbooks, seminars, or lectures. A significant part of it comes from a style of life in which trying to understand oneself and others, and acting on this understanding, is a constant element of everyday interaction. Much of the human service worker's formal learning of motivation, behavior, and human relations is based on characteristic ways of perceiving, relating and understanding that he has acquired through family, school, peer groups and other kinds of associations.

Many of the New Careers trainees, however, will not have had the opportunity either to learn this information or to experience the relationships and interactions that would be useful. This lack is one of the major reasons why the New Careers training program emphasizes providing the trainees with a continuous small-group experience to which they can bring job-related problems and within which they can learn more effective ways of understanding and dealing with them. The new information or knowledge acquired can be tried out, analyzed, rejected when necessary, and reinforced in a wide variety of daily settings. Moreover, when trainees are able to translate their own experiences and backgrounds into the language of human development and behavior, they can better communicate to their agencies the needs of the disadvantaged.

Take this example: A trainee is consistently silent in the group. He listens but does not talk. The OJT supervisor reports that he doesn't show any initiative on the job.

Discussion can flow in several directions. The trainee can be singled out as a person who needs help. The group can try to diagnose the problem and solve it. At the other extreme, the members may "come down on" the trainee for lack of interest and pressure him to speak up and express himself in the core group and on the job. In either case, the result often is anger or withdrawal by the trainee who is placed under the group microscope. The group has moved away from the learning process toward what is more comfortable and familiar for them.

On the other hand, the group leader may use the information to introduce a discussion of the possible reasons behind observable behavior, i.e., the ways and varieties of participation and communication. Questions like these can be raised: What inhibits or encourages conversation? How do people interact? Does "talk" mean communication and participation, or can it sometimes be a way out of real participation? What are the factors that inhibit initiative on a job and what encourages it? How can the trainee affect communication channels in an agency? Role play can be used to test out various methods of resolving problems. Field visits can be made to agencies like settlement houses, institutions, or day care centers to observe ways in which people behave and interact.

The leader must be prepared, then, to capitalize on what is or is not happening in the program and encourage the group members to link incidents to the more generalized concepts they illustrate.

This section is about understanding people and their behavior, communication between people and the sequences of human growth and behavior. In all cases, the content can be related to the experiences trainees bring or which the trainer introduces to the group. In presenting the curriculum on human growth and development, the trainer may wish to present the material in a formal or sequential manner. However, he can still use trainee experience and observation to introduce and/or expand the content. Flexibility and creativity in relating material to real incidents and concerns of the trainee is crucial. The most effective method of training is to relate the issues discussed to the actual work situation.

HUMAN GROWTH AND DEVELOPMENT

To prepare trainees to work as Human Service Aides, they must be helped to develop an attitude that will enable them to *understand* human behavior rather than judge it. They absolutely must grasp the concept of causality of behavior as opposed to the common notion that deviant or antisocial behavior springs from fundamental "badness" and "orneriness."

Since the trainees themselves often have police records or have come into conflict with authority in school, learning the concept of causality will ultimately mean that they will revise their self concepts to include greater self acceptance, which is one of the goals of this whole training program.

If the curriculum provides insight into human development, the trainees are likely to develop this insight themselves. Trainees often identify immediately with the people with whom they are working. Through this identification, they can bring out, talk about, and understand some of their own past behavior, and find new ways of interacting with their fellows.

In addition, teaching human growth and development provides an opportunity to define the ultimate goals of the program. Setting goals at a utopian level, defining what this means, and pointing out that the group will work in that direction even though the goal may not be achieved will elicit the trainees' enthusiastic commitment almost from the very first group meeting.

I. **Overall Objective:**
   To help the aide develop an understanding of the concept of causality of behavior and the dynamics of the processes of growth and development.

II. **Specific Objective:**
   A. Why should we study Human Growth and Development?
      1. As means of understanding behavior.
      2. To get some idea about what comprises normal and abnormal behavior.
      3. To know what to expect at different ages from children and adults.
         a. The impossibility of helping people grow and mature unless we know what causes particular patterns of behavior.

III. Content Outline:

- A. What are our goals in working with others?
  - 1. Nothing less than the best possible mental health for that person.
    - a. Definition of mental health:
      - (1) Maturity – ability to stand on one's own feet and to accept responsibility;
      - (2) The ability to cope;
      - (3) The ability to adapt to different situations – appropriateness of behavior, and
      - (4) The ability to learn from mistakes.

(Note: There are so many definitions of mental health that the trainer should use those which are most acceptable to him.)

  - 2. What is the effect of growing up as a member of a minority group in the United States? How does minority group membership affect mental health?
  - 3. Learning about growth and development will not only affect the way a person works with others, but also help increase self understanding in relation to work, family, friends and self.
- B. Definition of growth and development:
  - 1. Growth
  - 2. Development
  - 3. Factors that influence growth and behavior:
    - a. Heredity
    - b. Environment
    - c. Life Experiences
- C. Ways of looking at growth and behavior:
  - 1. Growth as gradual separation and individuation:
    - a. Baby is literally a part of mother before birth; life is cozy and the baby has no need to make demands. Human beings have a need at times to revert to this comfortable condition.
    - b. After birth, baby begins to develop coping behavior; he learns to cry and elicit a response from mother.
    - c. Next, he begins to learn to get around by himself, walking and exploring his environment.
    - d. His environment expands to include his neighborhood and he makes playmates.
    - e. He goes to school – his first experience completely on his own.
    - f. Peer group relations in elementary school; relations with teachers.
    - g. Puberty begins with the stresses of approaching manhood or womanhood.
    - h. Maturity and adulthood – responsibility.
  - 2. Growth and development as a series of tasks to be accomplished and needs to be met. If needs are not met, the individual may be unable to perform the tasks demanded at the stage of growth he is in.
    - a. Stages of development:
      - (1) Infancy to six years
      - (2) Six to twelve years
      - (3) Twelve to nineteen or twenty years
      - (4) Adulthood
    - b. Areas of development:
      - (1) Physical
      - (2) Intellectual
      - (3) Social
      - (4) Emotional
    - c. Relationships of stages to each other:
      Each stage of development affects and acts on the other stages. Developmental stages can be looked at to see if a person is accomplishing the tasks appropriate to his age. If not, why not? If a person is unable to accomplish the tasks required by his stage of development, he may become frustrated and angry and full of self-hate, so that he develops abnormal behavior. Abnormal behavior shows itself in all areas of development – physical, intellectual, social, and emotional. When this happens, action can be taken by teacher, parents, aides, social workers and psychiatrists to help him.
  - 3. Growth and development as a means of learning to cope with life:
    - a. All human beings try to cope with living from earliest infancy. If an infant's cry gets a response, then he has coped by learning to evoke responses from his environment. He learns that making an effort brings satisfaction. When this does not happen, the baby early learns to give up and begins to feel that coping does not bring reward. Examples of institutionalized children, such as those described by Bowlby* in his work on maternal deprivation, can be discussed.
    - b. Critical phases of development (times of stress and challenge) include being born, learning to walk or going to school for the first time. These require greater coping strengths than the periods in between.
    - c. The individual uses many methods of coping. The infant uses crying, then talking and asking questions as he grows, then ways of "getting around" situations as he gets older. The style of coping that an individual develops grows out of his first relationships – what he has found works with his mother and with other family members. As he gets older and goes to school and meets teachers, he will test to see what works with them. One important thing the young child learns is that the teacher can't be influenced or controlled by the same kind of behavior that worked with mother.
    - d. Defenses that may be developed by a child who finds he can't cope:
      - (1) Withdrawal
      - (2) Projection
      - (3) Fighting

***Bowlby, J. *Maternal Care and Mental Health.* World Health Organization Monograph Series No. 2, 1951.**

D. The child from infancy to six years:
  1. In these years, the child learns as much as he will learn during the rest of his life – not academic knowledge, but knowledge in all areas of living.
  2. Physical development from birth to six years:
     a. Tasks to be accomplished – breathing, eating, sucking, rolling over, sitting, standing, walking, using and developing muscles, growth of bones and body.
     b. Large muscles develop first – we give young children large crayons rather than pencils since it takes small muscles to hold a pencil right. Muscles have to develop in such a way that they work together (coordination); this is why a child has to learn to walk before he can skip, run, climb, etc.
  3. Intellectual development:
     a. Use of the five senses to explore the environment, including reactions from those around us. The infant senses tension in the person who is feeding him and responds to this long before he understands what tension is.
     b. Relation of intellectual to physical development – use of eyes, ears, taste, smell, and touch to find out what the environment is like. Physical defects or handicaps can interfere with learning, and so can defects in social or emotional developments.
     c. Tasks to be accomplished:
        (1) Learning to know the house in which he is born and what the people in it are like.
        (2) Speech.
        (3) Academic learning – building of concepts, categories, abstract and concrete thinking, reasoning. Need for the people around him to accept the child's mistakes and allow him to learn from them instead of being ashamed of them; need to be curious, to be listened to. Question of IQ and its relativity, use of tests, and questions about relevance of tests to the person tested. Ways of increasing the child's IQ through motivation, through drugs, through acceptance of child as he is.
  4. Social development:
     a. First development of a social sense is through relationship with mother, then father, relatives, playmates, brothers and sisters.
     b. As the child grows and is able to get around and to talk, he comes into rivalry with brothers and sisters to get attention and affection from parents and others. This is the individual's first experience with a group, and he will tend to behave in other groups such as school, or this training group, the way he has learned to behave at home.
     c. Friends – playmates at home, then in neighborhood, then in preschool are important. They are not as important when the child is very young as they are when he enters elementary school. There he must find a place for himself in the group or he begins to think of himself as unworthy of others' friendship. When this happens, he may withdraw and not try any more or he may make a place for himself by becoming the class clown. His teachers' attitude toward him is important in helping him to deal with this problem.
     d. Relationship to society should begin sometime during elementary school. The child should begin to think of himself as part of the larger society. Feeling of identity from belonging. Ability to give up some of one's wants and desires for the good of the group cannot be developed unless the individual feels he belongs somewhere. Absence of a sense of belonging is the origin of antisocial behavior.
     e. Tasks to be accomplished – learning to get along, to give and take, to assert oneself and to give up self-assertion with family, friends, peers and society. Feeling of self-worth.
  5. Emotional development:
     a. This is closely related to social development and establishment of self-worth. These two areas are also closely related to the physical and intellectual growth that enable the person to take his place in a group, to compete physically and intellectually, to win and to lose.
     b. Definitions of emotions – fear, anger, love, feelings about self. Primary fears of infants – loud noise, loss of support, loneliness. As the child grows older, fear of new things such as the unknown and the dark influence his imagination and straddle the fine line between fantasy and reality.
        (1) Anger of the infant when his needs are not met; crying; later, anger when child feels rejected, unfairly treated, misunderstood. Anger will be repressed if the child finds that the punishment for expressing it is too great. He feels a need to have angry feelings even though he is not allowed to act them out.
        (2) The ability to love and to trust develops when a child feels loved and trusted, and when the parents have proved trustworthy in meeting his needs as he grows. A child can take a lot of deprivation in material things

such as toys and clothes if he feels that he is valued and loved by his parents. If he has not been able to trust an adult, or to feel loved by one, he will have a hard time trusting and loving as he grows older.

(3) The task of the individual as he grows older is to develop emotional maturity, that is, the ability to accept responsibility for what he does, to compete and win or lose, to give and take love, to express or overcome his anger – in short, to reach adulthood as a mentally healthy person.

E. The child from six to twelve:

Not only are the physical, intellectual, social, and emotional areas of development closely related, but each stage of development depends on and will be influenced by what went on in the stage before it. For instance, a preschooler who felt unwanted at home and who found no place for himself in his preschool group will come into elementary school expecting not to be liked. If his new teacher cannot help him overcome this feeling, his expectations will lead him to behave in a way that will make his classmates reject him.

1. Physical development:

By the age of six the child has learned to coordinate and use his muscles to run, skip, climb, throw a ball, and play games of physical skill. At six, physical growth slows up, though the muscles continue to increase in strength. Some time before age twelve there will be a spurt in development of sex characteristics such as breasts in girls, pubic hair in both sexes.

a. Influence of physical health on behavior and learning. Eye problems and defective hearing often show up now and are important in determining the ability to learn. Athletic skills affect emotional and social adjustment because of acceptance or rejection by the child's peers. The irritability of a sick child can affect teachers and classmates, more so when he is overhampered at home. Children at this age may also be cruel to anyone who is different, teasing about physical handicaps.

2. Intellectual development:

a. The child of six is supposed to come to school with concepts about the world around him, to be able to sort things into categories, to hear differences in sounds, to have a fairly well developed vocabulary and speech. Lacking these skills, he finds himself unacceptable to his teacher and is slow to learn. He begins to think of himself as stupid, particularly if this is the way his teacher sees him.

b. Competition and the need to be accepted by classmates are important now.

c. Learning difficulties can be caused by many things: low intelligence, fear of competition, fear of new situations (school), fear of failure, lack of motivation to learn since the family does not value learning, or wanting to grow up and wanting to remain a baby at the same time.

3. Social and emotional development:

These two areas are put together because they are so closely intertwined at this age. Social acceptance by one's peers becomes more important at the age of six than almost anything else; attitudes of his peers greatly influence emotional development and self–concept. From six to nine it is important to be accepted by both sexes; after that, children tend to ignore the opposite sex.

a. Acceptance by peers now requires:

(1) Skills and ability to use them in competition – physical, social or intellectual.

(2) Ability to lead and to follow. Acceptance of group values rather than those of teacher or family. The latter sometimes leads to great conflict in child, particularly when teacher encourages or demands tattling.

(3) Sex-role identification. This becomes more and more important as children begin to play more and more with their own sex group. Males are supposed to be aggressive, strong, restless and daring. Females are supposed to be docile, timid, amiable. The child about nine begins to more and more reflect his sex role. Girls usually like quiet games and domestic play; boys like rough play, mechanical things, books and stories about daring heroes or athletes. Acceptance by peers is strongly influenced by adoption of the right sex role.

b. Conscience in middle childhood is developed in terms of doing things that will make them accepted by other children.

c. Sexual curiosity and sex interests begin now. Between nine and twelve, sex play and masturbation are common.

d. Cliques and gangs – in elementary school, gangs are formed and it is terribly important to belong. The gang can be very cruel to the outsider, can determine his values and attitudes toward learning, functioning in a group, etc. When gang values conflict with those of the teacher and the school, the member of the gang is in continuous conflict.

F. Adolescence:

Adolescence is a difficult time of many changes, a time when young people try to find out just who they are, what they care about, and what they want to do in this world. They search for their identity and try to find where they belong in society. Consequently, adolescence is a time of great tension and uncertainty, which is reflected in all areas of development. Physical, intellectual, social and emotional development will all be influenced and will influence each other as the individual tries to find himself.

1. Physical development:
    - a. Great growth in stature.
    - b. Body changes accompanying sex characteristics, beginning of menstruation in girls and nocturnal emissions in boys, voice changes, awkwardness with the opposite sex.
    - c. Individual differences in the rate at which these changes occur. Some individuals lag way behind and begin to think of themselves as unattractive to the opposite sex. Hence, the great interrelation between physical growth and self-concept at this age. At the same time, the child fears his own sexuality and may be embarrassed by it.
2. Intellectual development:
    - a. Mental ability continues to increase from the ages of thirteen to sixteen and then begins to level off.
    - b. The individual can now reason for himself, can not only think about and imagine things that he cannot see, hear, or feel, *but* can *also evaluate* the logic of his thinking and reasoning.
    - c. He develops special interests, particularly as he begins to think about further educational or vocational choices. He begins obtaining some knowledge of job requirements, taking trips to see certain career persons at work and reading to become acquainted with jobs and careers.
3. Social development:
    - a. With his own sex – This is the time of the close friendship with a chum. The course of the friendship and the person's feelings about himself are largely influenced by his previous development – how he succeeded or failed as a young child, in elementary school, and now in high school. His values and interests reflect not only his present experiences, but the past as well.
    - b. With opposite sex – In relations with opposite sex, too, the past and the present bear on the person's feelings about sexuality, his own personal worth, and very emphatically on how he views his own sexual attractiveness. It is very important for him to look, dress, act, and behave like everybody else.
    - c. Sexual morality is important in adolescence. Sexual yearnings and needs often conflict with the patterns of behavior which are acceptable to his parents, teachers and school; and the values of the peer group as a whole are often opposite those of adults in authority. The individual must now decide for himself whether he shall choose the values of his friends or of those in authority. If he chooses the latter, he may sacrifice popularity with his own group, which is terribly important at this age.
        - (1) Dating – when, with whom, how often?
        - (2) Sexual behavior – boys fear inability to perform; girls fear pregnancy.
        - (3) Adolescent behavior in relation to society as a whole
            - a. The rebel – why?
            - b. The conformist – why?
            - c. The uncommitted – why?
4. Emotional development:
    - a. He feels a conflict between the desire to mature and the desire to remain a baby, refusing work and responsibility.
    - b. His fluctuating behavior as a demanding baby and as an adult reflects a conflict with parents.
    - c. He feels conflicts about the need to make decisions – about education, vocation, and marriage. The self-concept he has developed during the preceding years enables him to withstand stress and frustration and come to some decisions.
    - d. Final resolution of conflict by separation from parents, and establishment of independence and responsibility.

G. The Adult:

If development has proceeded normally, the individual is now mature and ready to take his place as a functioning member of society. Though his physical growth has been completed, intellectual, social and emotional growth and learning can continue for the rest of his life. He can go on learning to know and value himself, realistically appraising his strengths and weaknesses, developing ways of capitalizing on strengths and coping with and minimizing or accepting weaknesses. That is, he can become more and more mentally healthy, with more and more ability to form good relationships with his fellow human beings and to accept himself as he really is, with some strengths and weaknesses, capacities for good and evil and the ability to continue to learn and adopt, no matter his age.

1. Normal and abnormal behavior:
    - a. Definition of terms – It is difficult to establish norms. Who is completely normal? Abnormal?
    - b. The difference between normal and abnormal is a difference in degree, not in kind. That is, all persons behave "abnormally" at some times in their lives, such as during periods of great stress or stages of development.

c. The difference between developmental difficulties and disturbed behavior.
d. The differences between neurotic and psychotic behavior.
e. Signs of abnormality or situational stress at various stages of development.
f. What can be done to help. The parent, the school, society, psychology and psychiatry – some brief description of psychotherapy, how it operates, and its goals in early childhood, middle years, adolescence, and adulthood. Agencies in the community that offer resources, individual or group, for psychotherapy, and some brief description of how to go about referral.

Suggestions for Implementation

This outline is given in some detail, though it could be expanded in places if necessary. Whether it is expanded or contracted will depend on the length of time available for training, as well as the composition of the group to be trained, its academic level, and its degree of participation in the learning process.

Methods of teaching also will have to be adapted to each group as the trainer discovers what elicits response and what falls flat. Groups that have experienced failure in school will not be happy with lectures but will prefer discussion, role play, and audiovisual aids to teaching. This seems to be particularly true with groups who have *recently* dropped out of school. But where there has been a lapse of three or more years since the trainees dropped out of school or graduated, they have sometimes demanded less discussion and more lectures. This may be due to several reasons: the trainees are older and more mature, they want, symbolically, to go back to school and "make it" this time; they may be uneasy about revealing themselves in discussions, afraid of making mistakes in language, or just apathetic, waiting for the trainer to make all the effort. In these cases, it is well to start with a few minutes of lecture and then try to draw out discussion.

Some things, however, are common to all groups. The trainer must always take the time at the beginning of the program to establish a relationship that will provide a climate for learning. This he does by really listening, by displaying an attitude of acceptance, by showing that he cares what happens to the group, and by emphasizing again and again that everybody makes mistakes and the only crime is not to learn from them. The trainer must also be quick to acknowledge his own mistakes and to try to learn from them.

Once started, discussions should not be stopped merely because they depart from the planned day's lesson. Once trust has been established, trainees will often find themselves discussing their own concerns in the context of the lesson. The trainer can use these discussions to show the trainees what they are acting out and what another person can observe through behavior.

For instance, the outline contains a reference to the fact that early life experience in the family group influences the way people react in groups for the rest of their lives – how they attempt to deal with teachers and group leaders in terms of their feelings about authority. Having emphasized growth and development as a series of needs to be met and tasks to be accomplished, the trainer can *live out* with the group his acceptance of their need to move around a bit, particularly in the beginning, by providing short breaks and being quite clear about why he is doing this.

With all groups, it is well to try many methods and respond to those that seem to capture interest. Some of these are discussion, role play, films, lectures and special reports. Special reports can be prepared by the trainees from materials in books, films or newspapers, or through personal experience. (See the section on Group Processes.)

A good way to get participation is to give the trainees assignments to make observations and report them back to the group for discussion.

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HUMAN BEHAVIOR AND NEEDS*

Preparing people to work in human service requires a broad background of knowledge. One of the most basic and essential areas of knowledge is a comprehensive understanding of some of the reasons that people behave as they do.

Overall Objective:

To help the trainees examine and discuss a variety of behavioral patterns leading to better understanding of what causes people to behave the way they do.

Specific Objectives:

Helping the trainee to:

1. Understand and accept the feelings of others.
2. Recognize that behavior is related to feelings, and is expressed differently by different individuals.
3. Recognize his own feelings in relation to others, and become aware of how they affect his own behavior as well as his relationships with other people.
4. Develop a tolerance for ambivalence, anxiety and conflict in himself and others.
5. Become more aware of patterns of behavior in working with co-workers or clients, in order to better understand and respond to problems that arise.
6. Develop ways of working with people more comfortably, and apply this knowledge in his personal life as well as on the job.
7. Recognize the mutual dependence of individuals on each other as well as their potential for independent activity.

While the following material suggests specific topics for exploration and discussion, it becomes most relevant when it is related to the life-experience of the trainee, both past and present. Many of the concepts outlined are theoretical and abstract. The core group provides a unique setting in which many of the concepts can be made concrete by a discussion of events that constantly impinge on the experience of the trainees on the job. Focusing on highly personal feelings and opinions about the personalities of those around them – instructors, friends, or co-workers – can be a potentially destructive experience. The core instructor or leader will need to direct and guide discussion *away* from personalities and toward the concept inherent in the experience. The discussion should be about human behavior and need, so that the trainees will consider alternative expressions of feeling and action and increase their understanding of the individuality of expression and the legitimacy of honest dissent.

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*See also sections on interviewing skills and human growth and and development.

Content Outline:

I. An exploration of how understanding behavior can increase a person's effectiveness on the job.
  A. A discussion of the feelings people have about asking for and receiving help, and some of the reasons they feel as they do.
    1. Examples: embarrassment
      anxiety
      dependency
      helplessness
      fear
  B. Necessity for help.
    1. Who needs help?
    2. Ability to live independently – fact or fantasy?
    3. Feelings of people about providing help and discussion of why these feelings arise – how might they help or hinder job performance? Recognition of one's limitations in a helping relationship.

II. Behavior – complexities and inconsistencies
  A. Our own behavior.
    1. Patience and impatience
    2. Instant antagonisms
    3. Self control
    4. Discipline – setting limits for behavior
  B. Exploration of behavioral motivation – Are things always what they seem on the surface?
    1. Example: procrastination – Is this a result of laziness, fear of failure, preoccupation with other matters? (Use examples from work or personal experience.)
  C. Ambivalence
    1. Conflict between two possibilities of action – what kind of behavior might this conflict cause?
      a. Examples: indecisiveness, anxiety and tension, anger, inability to perform a task.

III. Functions of understanding behavior
  A. Increased sensitivity to the needs of other people.
    1. Accepting the different ways people have of expressing their feelings.
      a. Relating ourselves to the feeling rather than to the behavior.
  B. Facility in establishing rapport.
    1. Some ways of establishing a good relationship.
      a. Knowing what you are able to offer and being able to express this clearly.
      b. Listening to what is being said.
      c. Observing the feelings that accompany what is said.
      d. Communicating your conviction that people can help themselves by attitudes as well as action.
  C. Acceptance
    1. The positive and active understanding of others' feelings.
      a. What does this really involve?
    2. Discussion focusing on the difference between agreeing with everything and understanding and respecting each individual's right to his own opinions.
  D. Prejudices, stereotypes
    1. Exploring the varieties of bias:
      Examples: race or ethnic group
      religion
      education level
      personal traits (weight, clothing, speech)
    2. Implications of these in providing service and/or developing relationships with people:
      Examples: offering or withholding help based on one's own perceptions rather than on objective fact.

IV. Objectivity.
  A. Importance of assessing people's needs and developing resources to meet these needs.
    1. Necessity for gathering all relevant facts.
    2. Differences between fact and opinion.
    3. Hearsay – fact or rumor?
    4. How does one go about getting the facts? Difficulties in sifting out what actually happened from individual's *perception* of what happened.
  B. Judgments and how they relate to objectivity.
    1. Subjective reactions to objective situations.
      a. What is valid for one person is not necessarily valid for another.
      b. What is valid at one time is not necessarily valid all the time.
    2. Differences between understanding and judging as right or wrong.
    3. Difference between making judgments and making decisions.
    4. Dangers of generalization – Imperative of viewing each person as an individual.
  C. Dependence, interdependence and independence.
    1. Dependence and maturity.
      a. Kinds of dependence
    2. Independence
      a. Can anyone really function independently?
      b. Ways in which people, communities, organizations, countries relate to and affect each other.

V. Aspects of behavior in human service work.
  A. Confidentiality.
    1. Meaning, purpose, and function.
    2. Team approach and appropriate sharing of information.
    3. Ramifications of betraying a confidence.
      Examples: impairment of relationship
      reluctance to confide again
      reflections on agency and co-workers

- B. Behavior on and off the job.
  - 1. Effect on employment of after-hours activity.
  - 2. Discretion.
    - a. What is it?
    - b. How is it used?
  - 3. Limitations on personal freedom.
    - a. What responsibilities does freedom carry?
    - b. What are possible "after-hours" demands on behavior for persons working in human service?
- C. Joining the "Establishment."
  - 1. Ambivalence: To which camp does one belong – the "people" or the "professionals"?
  - 2. Self-destructive and self-defeating behavior.
  - 3. Hypocrisy.

Suggestions for Implementation

Discussion can be started by asking the group what is meant when we say we are going to try to "help" someone. The group can discuss goals and bring together ideas and define them in terms of an individual's ability to mature and use himself fully. The trainees can be introduced to the term "mental health" and the limits of helping another person in a real life situation. The fact that sometimes a person cannot help should be pointed out. Nevertheless, the function of Human Service Aides is to try. Trying itself may relieve the client because he knows someone else *wants* to help him. There is a catharsis in simply telling one's troubles to another.

What does it mean to understand *behavior?* Try to get one or more trainees to act out or describe some human behavior that has puzzled him. Then try to get the group speculating about why this person behaved as he did.

Example: A child in elementary school refused to take his boots off. The teacher got into a real power struggle with him and finally sent him from the room because he steadfastly refused to obey, and wouldn't or couldn't talk about why he was refusing. Taken to the principal, he broke into tears, took off his boots and revealed that he had on no shoes – only a pair of socks with big holes in them. What might the teacher have done differently if she had known why the child was behaving as he did? Start a discussion, and try to get more examples from the trainees. Make the point either directly or through discussion that the person who is understood becomes less fearful, less ashamed, feels better about himself, and thus is able to accept help.

The trainer should develop the idea that normality is a matter of degree, not kind, and that normal refers to an average and is therefore relative. Adult behavior is normal in relation to what can be expected of other adults in similar siutations; normal child behavior the same, with the addition that it is seen in relation to age. If one understands why a person is acting in a particular way, and then does not use that understanding to help, his knowledge is useless. The trainer can illustrate this by presenting an example, or getting one from the trainees.

Example: A patient arrives at a health clinic for an examination. The doctor suspects that he may have cancer, and tells him to set up an appointment with the aide for a biopsy. The appointment is set, but the patient does not come in at the scheduled time. If the aide understands that the patient may be anxious and fearful and that because of this he might consciously or unconsciously "forget" the appointment, he can call the patient beforehand to remind him and offer to accompany him to the facility where the biopsy is to be performed. The aide can talk with the patient about his natural anxieties or suggest that he speak further with the doctor about the procedure and what it entails.

A human service worker must understand that people see things differently. He must become more aware that the client may view himself and the world quite differently than he himself does. A person who is going through a crisis often needs help in sorting things out. If the trainee allows himself to become as overwhelmed as the client, he can be of little help.

Example: A Spanish-speaking man cannot find a job. He is bitter and frustrated and feels that prejudice and discrimination are the major reasons that he is refused work. The human service worker can react in two ways: 1) He can identify with his client and get involved in an angry discussion of the unfairness of discrimination and how rotten the world is. 2) He can recognize the client's rage and the fact that discrimination exists, but also explore other possible reasons for the man's unemployment, such as his inability to read and write English, how he handles himself in a job interview, etc. In this way he can identify with valid feelings of his client, but also help him resolve the basic problem, employment, by being more objective than the client is able to be at that moment.

Finally, behavior should be discussed in terms of the trainee himself and what his actions mean to people he is helping, to his employer and to the community in which he lives. The trainee is in a bind. Part of his unique value lies in his relationships to and knowledge of the local population. Part comes from his being a worker in human services. He is, in a sense, walking a tightrope between the "Establishment" and his friends and neighbors. What happens to his allegiances? How do his friends and family react? One trainee summed up the conflict he was experiencing by the phrase "crabs in a basket". When one begins to claw his way to the top, the rest pull him back down. The trainee is struggling to remove himself from a world which has profound emotional and practical significance to him and demands his loyalty. He is a person in transition. He is also an agent who bridges two worlds, that of the client and that of the helper. Specific and unique problems accompany this role. The trainer and trainees need to define these special problems and think out alternative ways of handling them.

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COMMUNICATION SKILLS

Overall Objective:

One of the central features of human services is that they are "talking and listening" professions. Oral and written communication skills are the major currencies in which human service "business" is transacted. Trainees need to develop the ability both to understand what is being said, and to make themselves understood.

Specific Objectives:

The trainees must:

1. Become aware of the wide differences that can exist between what is being said and what is being heard, and the reasons for these;
2. Be aware of the many kinds of languages – formal, informal, slang, etc.;
3. Learn these sublanguages – their purposes and function;
4. Become familiar with the different ways people communicate with each other;
5. Increase their ability to understand and express ideas and opinions of their own, and
6. Know the variety of obstacles to effective understanding, and explore ways of dealing with these.

Content Outline:

I. *Definition of communication:*
    A. It is a chain of understanding: a process by which messages, information and knowledge are given and received.
    B. It involves both an individual's feelings and attitudes as well as what is going on outside him, i.e., the circumstances under which the communication takes place, the persons communicated with.
        1. Differences between what is said and what is heard: selective listening.
            a. Why do two people listening to one message come away from it with different ideas of what was said?
            b. Rumor – an illustration of selective listening.
        2. Discussion of the dangers implicit in selective hearing (stereotyping, acting on wrong information, etc.).
        3. Integration of other's ideas into one's own thinking; accepting and understanding the other's point of view.
            a. How does this take place? What are some impediments to it?
            b. What can be the effects?

II. *Oral Communication*

- A. English as a multiple language.
  - 1. It is a formal language used in public media for widespread communication, or in certain social contexts.
  - 2. It has sublanguages.
    - a. Project jargon – a shorthand in communicating.
      - (1) What is it and who uses it? Examples of agency shop talk can be brought from the work situations.
    - b. Different kinds of vernacular in different ethnic, racial, cultural and economic groups.
      - (1) Where is it used and for what purpose?
        Examples: Jive talk as an expression of the "in-group" solidarity – a passport to acceptance.
    - c. What are some social, occupational, and educational advantages in being able to communicate in several sublanguages?

III. *Visual and Written Communication*

- A. What is the process of visual communication?
  - 1. Body gestures.
  - 2. Facial expressions.
  - 3. Changes in color; signs of agitation (i.e., perspiring, tics); pleasure, agreement, disagreement, anger, indifference.
    - a. What purposes does visual communication serve?
    - b. What are the unspoken messages that both the giver and receiver of information relay? How might they enhance or block effective understanding?
    - c. Observation – for what purpose is it used?
    - d. How do visual and oral communication supplement or detract from each other?
- B. Purpose and use of written communication.
  - 1. How understanding can be enhanced by stating ideas on paper.
    - a. The physical appearance of written material – why is it important?
      - (1) Handwriting, spelling, and grammar: What practical and esthetic purposes do they serve?
      - (2) Why do people care about appearances? Is this phony or real? To what extent is it necessary to "play the game" of appearances in order to get your ideas or information across?
    - b. When is written communication necessary?
      - (1) It can be a time-saver in getting information to large numbers of people.
      - (2) It signifies permanency, as opposed to temporary oral communication.
      - (3) It can be used for finding or reviewing information.
    - c. Recording and forms.
      - (1) The purpose and function of each: examples from work.
      - (2) Process and summary recording and their function in human service work.

IV. *Establishing Rapport*

- A. Areas to consider.
  - 1. Clarity and conviction of messages, ideas, and opinions – how are these conveyed?
  - 2. What things are assumed and why? (Under what conditions, or with what kinds of communication might they not be assumed?)
    - a. Intelligence
    - b. Ability
    - c. Dependability
    - d. Acceptance
  - 3. Willingness to express and accept different opinions and ideas as a condition for rapport.
    - a. Attitudes toward individuals or ideas – how do they facilitate or hinder understanding?
- B. Discussion – a medium of communication and understanding.
  - 1. Purpose and method.
    - a. An interchange of ideas.
    - b. A basis for problem-solving.
  - 2. Mutual respect as a condition of useful discussion. This includes such factors as:
    - a. The ability to listen.
    - b. The ability and motivation to contribute.
    - c. The capacity to integrate ideas.
    - d. The ability to reach resolutions.
    - e. The expectation of a nonderogatory reception.
- C. Obstacles to communication:
  - 1. "Muddiness" in presentation of ideas.
  - 2. Unwillingness to listen.
  - 3. Anxieties.
    - a. Fear of how the communication will be received.
    - b. Lack of knowledge of area under discussion.
    - c. Inadequate preparation.
    - d. Lack of direction in ideas for follow-through.
  - 4. Use of unfamiliar or technical language.
  - 5. Mutual distrust and suspicion of the communicators.
  - 6. Exploration of techniques to overcome these obstacles.

V. *Considerations in Talking to be Understood*

- A. Thinking through an idea before presenting it.
- B. Covering one point at a time.

C. Behavior that inhibits or enhances communication.
    1. Negative responses: sarcasm, anger, monopolizing, interrupting, intimidating, clowning – and their effects.
    2. Positive responses: questioning, clarifying, logical interpretation and explanation, listening – and their effects.
    3. Tact – is it "phony"? What do we mean by it? How to use it?

D. Perceptions of other people and what others are saying.
    1. How perception differs from person to person (examples of different interpretations of the same message).
    2. What are the dynamics involved?
    3. What are the distortions of communication? How and why do they arise? (Examples: rationalizing; attributing your own feelings to someone else; refusing to recognize any validity in what is being said; taking things out of context, etc.)

Suggestions for Implementation

The section on communicating can be taught by presentation of material in a formal classroom setting or through group seminars. The presentation and integration of this material, we believe, can be most effectively achieved through utilizing the real and current experiences of the trainees and relating them to the concepts we are teaching. In a classroom, trainees who are involved in a core group can more readily come to grips with distortions and misconceptions and their negative impact on understanding a problem if this is taught within a live group experience where this process is going on. Trainees then have the opportunity of working with a concrete illustration rather than a theoretical concept. This approach not only can greatly facilitate the teaching process itself, but will also provide a valuable experience that can be adapted to the job situation. It can be considered a kind of role-playing technique by which group members test out on themselves a variety of techniques aimed at greater skill in listening to others and expressing themselves in the optimum setting. It can range from recreating on-the-job situations such as conversations with peers and supervisors to dealing with communication in the group itself, to critically analyzing trainee reports, observations, memos, requests, etc.

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GROUP PROCESS

Overall Objectives:

1. To give trainees a basic understanding of the significance of group process in helping to determine values, goals, and expectations of individuals.
2. To give trainees an appreciation of group methods for affecting attitudinal and behavioral change, as well as social action, recreational or political change.

Specific Objectives:

1. To teach trainees some of the basic technical concepts used to describe and analyze group process.
2. To give trainees practice in observing, analyzing, and discussing actual group situations.
3. Using their own groups and others to help the trainees become aware both of impediments and of contributions to group process.
4. To help trainees relate group process to attaining specific goals, both in the training program and in their jobs.

Content Outline:

1. What makes a group?
    A. Trainees definitions
    B. Theoretical definitions
2. What are the various kinds of groups?

   A. Groups in different kinds of settings
      (1) In the class room
      (2) At work
      (3) Religious affiliations
      (4) Political bodies
      (5) The gang
      (6) The family
      (7) The therapeutic group
   B. Common factors in groups
      (1) Leadership
      (2) Identity
      (3) Cohesiveness
      (4) Degrees of participation

3. Two major types of groups
   A. Membership
   B. Reference
4. Role and status in groups
   A. Definitions of role and status
   B. Examples from experience
   C. Variations in role and status and their effects
5. Group cohesiveness
   A. Examples and definitions
   B. Relationship to effectiveness and solidarity
   C. Techniques for increasing
   D. Factors that impede
6. Group pressure and group values
   A. Conformity and nonconformity
   B. The need for acceptance
   C. How group values develop
   D. Factors that influence or impede development
7. Group management
   A. Goal setting
   B. Techniques for group development
   C. "Natural" leaders and the development of leadership
   D. Eliciting group Concerns
8. Group organization
9. Typical problem situations in groups
   A. The isolated member
   B. The aggressive member
   C. Splintering
   D. Pairing off, the issues of subgroups
10. Applications of group process and group techniques to job-related situations

Suggestions for Implementation

What makes a group?

The leader can contrast collections of persons with actual groups. In differentiating between the two, he might point out the commonality within a true group. The leader should not directly supply definitions as a lecturer might, but should go about the group, asking members their definitions. For example, assuming that members cite examples of collections of persons and call them groups, one might raise the question: In what way are these people held together and for what reason do they exist? The trainer might also ask for the important aspects of a real group: cohesiveness, unity, and often singleness of purpose and goal.

What are the various kinds of groups?

Examples of well-known groups, like the family, the school, work, religious, and recreational groups should be analyzed. The discussion should focus on similar factors in small groups (such as the family) and large groups: a sense of commonality, a sense of identity, and emotional bonds that tie the group together.

Two major types of groups.

Membership groups can be defined loosely as those groups to which one belongs (family, community) and reference groups (social, civic) as those to which one aspires. The distinction might be brought up to point out the significance and influence of groups that the trainees actually belong to.

It should be pointed out that reference groups exert considerable pressures on the individual which can shape behavior and attitudes as much as do membership groups, if not more so. If the group one aspires to is considered to be more "important," this can be described as aspiration toward "upward mobility." Trainees can supply considerable illustrative material which would show how their peer group often has more influence on them in shaping behavior and attitudes than, for example, their family group.

These concepts can be easily illustrated by making concrete analogies to plays or motion pictures. It should be pointed out that people in real life, just like characters in a play, have "roles." The various roles are assigned different levels of importance by the group. In turn, these levels of importance are referred to as status. Leaders have high status; scapegoats have low status. The trainees should be encouraged to identify other roles assumed by people in groups. How does the group support these roles – why does the group "need" them?

Group cohesiveness

The forces that make a group stay together, such as emotional ties or common interests, can be discussed. Trainees can mention groups they know that have considerable strength and solidarity. The discussion should focus on the question: What are these groups like? Trainees also know of groups that have little unity, as a rule, do not last very long, and are relatively ineffective. Again, what are these groups like, and what are some of the reasons for their lack of effectiveness? Perhaps groups with strong emotional ties work more closely together. Trainees should be able to provide many illustrations of how, in times of crisis or stress, groups exhibit considerable solidarity. What does this indicate about different ways of fostering cohesiveness?

Group pressure and values

How does the interchange of ideas in a group cause members to conform to its ideas and values? What group pressures are sometimes used? What do we mean by conformity and nonconformity? Under what conditions is either one useful and in what situations detrimental? The trainees can usually cite numerous examples from their own lives and experience.

There are often occasions when their own feelings or inclinations have been contrary to those of groups or organizations with which they have been affiliated. They may or may not have become consciously aware of the pressure exerted on them to bring their own feelings and behavior into line with those of the group. How is this pressure exerted? Are there different ways of doing this?

Group management

The discussion might include some practical ways of dealing with group behavior. For example, what are some ways of structuring goals and activities for groups and how does this structuring affect their direction and functioning? Various techniques or "gimmicks" used to promote group development, such as "rap" or "bull" sessions, can be illustrated. Another technique is to give responsibility or direction to the natural leader of the group. Is this always useful? Can groups have more than one leader? If so, what happens and what are some ways of handling it?

Group organization

How are different kinds of groups organized? What are some effective and ineffective methods? Emphasis should be placed on techniques to improve communication among the persons one is attempting to organize. Also, the necessity for listening carefully to the members of the group to determine the points of common interest should be stressed.

Typical problem situations in groups

After a short time together, trainees should be ready to tackle problems both in their own group and in groups where they work. For example, one such problem is the detached, isolated member. Another problem is the aggressive member who threatens the life of the group. Another problem often encountered is "splintering." This occurs when a variety of strong and differing interests arise in a group. These various points of view may be represented by persons assuming leadership roles and representing particular functions. This frequently gives rise to a number of small subgroups which represent conflicting points of view. How are these recognized? How can they be handled? (See Chapter II, Tips to the Trainer.)

Applications of group process and group techniques to the job

Applying what has been discussed to practical purposes should be a theme of the entire discussion. This can include the purposes of school groups, groups of patients on hospital wards, recreation groups, work groups, and other group situations encountered by trainees in their work experience. Trainees should be encouraged to examine what they have learned in light of these experiences. Some groups may even design group programs that they might introduce and lead in their work settings.

A note on methodology

Perhaps the single most effective means for learning the basics of group process is through participation in a small group. This is one reason the core group has been emphasized as an integral and continuous part of the New Careers training model. The leader's job is mainly to get the group involved in discussing material from the experiences of the group members, and to help translate these concerns into useable knowledge, generalized information, and practical decisions.

The core group is oriented toward clarification and analysis of issues, and problem-solving. In the course of examining together many of the issues covered in this sourcebook, there will be ample opportunity to emphasize the various elements of group process. The aim, however, is not for this examination of group process to become an end in itself.

Thus, issues of group process can come up in: on-the-job problems, understanding human growth and development, relationships with authority, community organizations, etc. Some training programs may feel the need and perhaps find it feasible either to introduce or wrap-up the topic with a few lectures or lecture discussions by an expert in the field.

Wherever possible, in keeping with their skills and inclinations, trainees should be encouraged to become involved in the actual organization and management of groups.

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CHAPTER VI

THE INDIVIDUAL AND HIS RELATIONSHIP TO THE COMMUNITY

One of the basic principles in New Careers is that every effort must be made to screen people into the program rather than merely selecting those who, on the surface, appear "best." This chapter covers ways of exploring with the trainee some of the generic issues, problems, and interests most relevant to people who have lived their lives in poverty. One of the purposes of including this material is to enable the trainee to define and objectify community issues as they relate to and affect poor people not only so that he can be intellectually and emotionally aware of the feelings and needs of his clients, but also so that he, as a community citizen, can be more effective.

Sample problem: A trainee is about to drop out of the program because she can't provide for the care of her preschool children during the day.

In this context, the group can discuss the variety of obstacles that face poor people when they are employed or involved in training programs, community resources or the lack of them, how to cope with family illness and continue working, the availability of community facilities to persons in minority groups, other special problems, and attitudes and response patterns of people in poverty. Budgeting and buying patterns or family planning and contraception can also be considered. Crossing into the World of Work, the group leader or trainees might provide some information on rules and regulations of the agency regarding sick leave and annual leave and how to provide for coverage of one's responsibilities in the event of absence. The trainer should constantly be making correlations between one issue and its relationship to a variety of others.

The material in this section relates specifically to the community structure and process; consumer education information; social problems faced by minority groups; historical background on these issues; civil and criminal law and its impact on people, and special problems of people in poverty. A source piece on minority group history has also been included.

The Community

Overall Objectives:

A discussion of community structure and dynamics is necessary to provide a framework in which the trainee can see himself as a human service worker. It gives him an opportunity to see how change can be effected in formal and informal structures, resources, and people who influence and shape community life. In this way the trainee may be helped to assume leadership in his own neighborhood or group or to become more involved as an active participant, both professional and personal. With a basic understanding of the forces and processes involved, the trainee will be able to learn the techniques for challenging the status quo and to reduce the feelings of alienation and separateness that characterize many people who live in poverty.

Specific Objectives:

1. To acquaint the trainee with the physical, social, economic, political, and cultural structure of the community.
2. To help him define the needs of the community and learn the resources for meeting those needs.
3. To identify unmet needs and understand the processes that work for and against their satisfaction.
4. To learn about alternative intervention strategies.
5. To identify community issues and problems.
6. To understand how society influences individuals and groups, and to develop skills to cope with these influences.
7. To use one's knowledge to effect positive change.

Content Outline:

I. Definitions of Community (See Figure 3.)
  A. Geographical boundaries
  B. Interaction of residents and groups
  C. Sociocultural aspects
  D. Traditional community resources
    1. Assistance programs (public welfare)
    2. Insurance programs (unemployment compensation, Social Security, etc.)
    3. Private voluntary agencies and private professional practice
    4. Employment services
    5. Vocational rehabilitation and counseling
    6. Mental health services
    7. Mental retardation services
    8. Physical health services
    9. Public schools
    10. Special schools for the disabled
    11. Legal Aid agencies
    12. Day-care centers
    13. Retraining programs
    14. Government and political parties
    15. Labor groups and organizations
    16. Judicial system and facilities
    17. Better Business Bureau
  E. Interrelationships between agencies
  F. Interaction between neighborhood, city, county, state, and federal structures
  G. Community as a network of systems
    1. Social
    2. Economic
    3. Political
    4. Service
    5. Racial and ethnic
    6. Class delineations

II. Characteristics of a Community
  A. Interaction and participation
  B. Social control
  C. Responsibilities, rights, and obligations
  D. Mutual support
  E. Social and geographical lines
  F. Authority lines (political and economic)
  G. Power structure (formal and informal)
  H. Value systems
  I. Services
  J. Subcommunities (ghetto, slum)

III. Issues

The preceding outline of the overall structure and process of the community can serve as a general frame of reference within which to consider a number of basic issues. The intention of this section is to delineate six major problems of crucial concern to every community. Discussions *need not* be limited to those outlined below. The trainer should use them as springboards from which to develop other areas of specific concern to his local community.

  A. *Unemployment*
    1. Multiple causes of joblessness
      a. Inadequate education
      b. Lack of skills
      c. Racial discrimination
      d. Increased automation
      e. Limiting qualifications for specific occupational areas
      f. Limited occupational opportunities; depressed salaries
      g. Inadequate childcare facilities
      h. Physical disabilities (blindness, deafness, etc.)
      i. Emotional disabilities (mental illness)
      j. Intellectual disabilities (retardation)
      k. Police records

The discussion might deal with public and private resources for ameliorating these causes, and an exploration of their limited impact. Some areas to consider might be personal experiences of the trainees in utilizing current services, their perceptions of other causes of unemployment, or how current services might be modified. Some consideration might also be given to what limitations impinge on agencies and limit their services, such as financial, political, religious, labor, civil service, and pressure groups in the community.

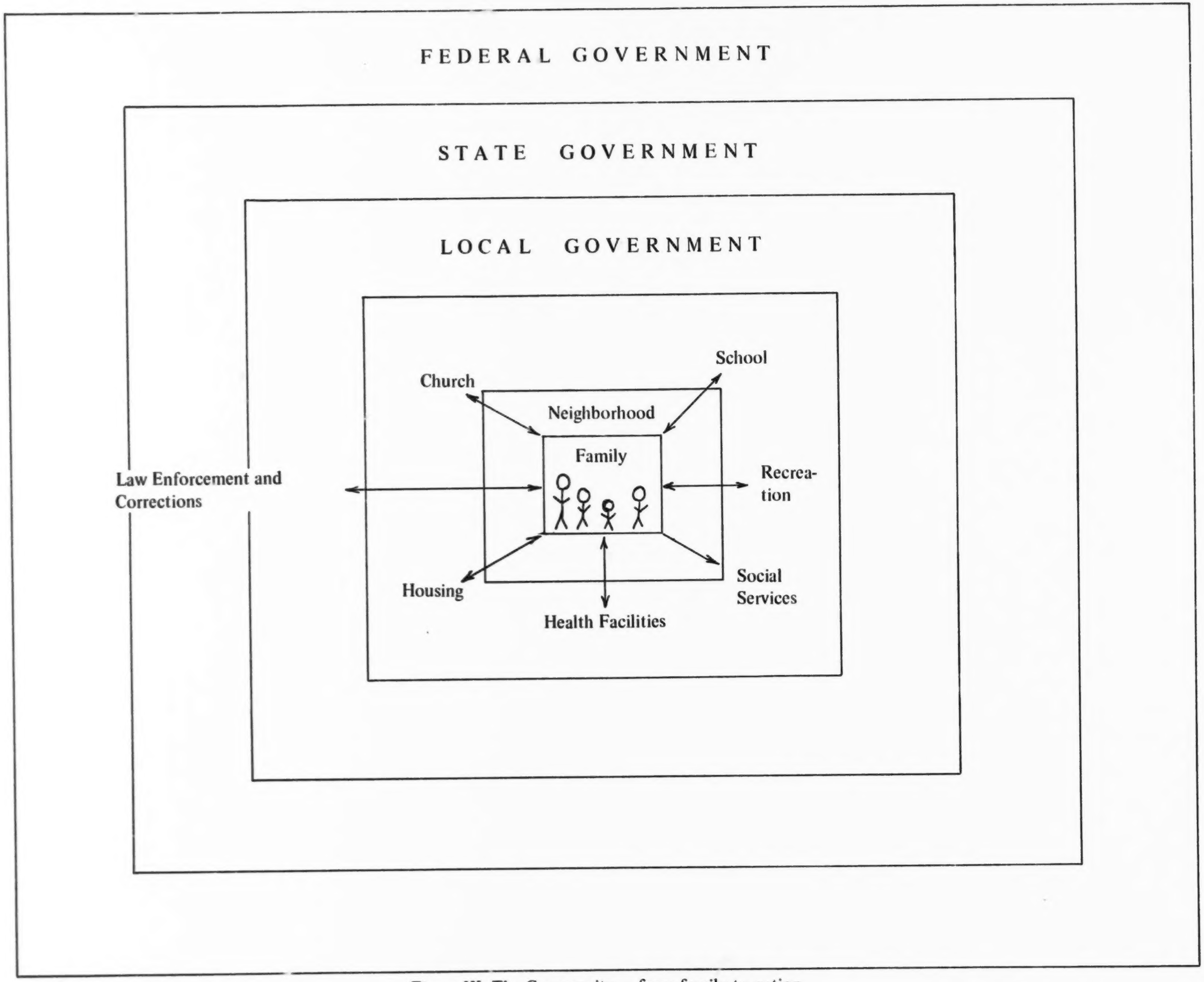
FEDERAL GOVERNMENT
STATE GOVERNMENT
LOCAL GOVERNMENT
Church
School
Neighborhood
Family
Law Enforcement and Corrections
Recreation
Housing
Social Services
Health Facilities

Figure III. The Community – from family to nation.

B. *Health*

1. Major Problems
   - a. Traumatic (accidents, exposure to heat and cold, etc.)
   - b. Communicable diseases (TB, VD, parasitic infections, etc.)
   - c. Chronic and degenerative diseases (senility, etc.)
   - d. Nutrition
   - e. Mental health
   - f. Mental retardation
   - g. Alcoholism
   - h. Drug addiction
   - i. Dental problems
   - j Visual and hearing problems
   - k. Sanitation
   - l. Rodent and insect control

Patterns of health care can be explored in relation to the kinds of public facilities designed to meet health needs. Why are preventive health measures rarely used? Why do the poor generally seek health care only when they are very ill? Why the high rate of alcoholism and drug addiction? Why do the mentally ill poor tend to stay in mental hospitals for unusually long periods of time? Trainee experiences in seeking health care will be very helpful in defining some of the reasons. Why is the projected life span of the poor less than that of the affluent? Why do the poor use patent medicines? Why are impoverished persons easy prey for faith healers and quacks? Health education and its availability to the poor should also be discussed. Trainees should be encouraged to look as objectively as possible at the overall health problems of the poor. What are the contributing factors in ignorance, poor or indifferent treatment, misconceptions, fear, belief in magic, distrust, lack of money, etc. The trainees should learn about drug and pharmaceutical companies, health advertising, power groups in the health field (AMA) etc., and how these work for and against health service.

C. *Crime*

1. Against persons
2. Against property
3. Against institutions (the Constitution)
4. Antisocial behavior (adult and juvenile)
5. Discrimination and arrests
6. Causes underlying criminal behavior
7. Community resources and their relationships to crime

Discuss facilities in the community that have been set up to deter and/or correct antisocial activity; attitudes and prejudices of the police, the courts, jails, the detention home; and the rehabilitation offered. How does the community regard these services? Experiences of the trainees can be invaluable in analyzing the role and function of existing resources and the relationships of the services offered to the problems and their causes. Relationships between agencies and the people they serve can be examined in order to raise issues such as the mutuality of responsibility, prejudice, respect, and prevention, and police-community relationships.

D. *Recreation*

1. Multiple causes for limited participation
   - a. Lack of public facilities
   - b. Expense of private facilities
   - c. Discrimination
   - d. Legislative budgetary priorities
   - e. Puritan ethic (work vs. play)
   - f. Legal red tape

Discussion can range from a consideration of community resistance or inability to invest heavily in recreation outlets to the abundance of recreation opportunities available to the "affluent society." Trainees can contribute their experiences in the "what shall we do tonight" syndrome. The institution of the street corner gang can be explored in terms of origin and persistence as it relates to the limited recreation outlets in both the inner city and rural localities. Restrictive regulations of welfare might be cited in developing an understanding of alternatives which people are forced to develop when normal outlets are cut off. Linkages can be developed for understanding the causes for antisocial behavior and the frequent bitterness and frustration of poor people who live in a luxury and consumer-oriented society.

E. *Housing*

1. The development of the ghetto
2. Restrictive real estate covenants
3. Open-housing legislation and discrimination
4. Absentee landlords
5. Landlord-tenant court and eviction proceedings
6. Urban development and dislocation of people
7. Housing codes and enforcement
8. Mobility rate of poor people
9. Low-cost housing – stigma, quality, and problems
10. Quality of housing for the poor
11. The "promise" of the suburbs.

Trainees will be able to offer a variety of experiences in the struggle to find and live in decent housing. Discussion might lead from specific experiences into a consideration of the resources in the community that have been created for dealing with problem. The focus might be on the extent to which these resources have been successful and some of the social and political causes underlying the inability of agencies to meet the need. Since power groups and political considerations are of particular importance in the development of adequate housing, this presents an excellent opportunity to explore the informal as well as formal workings of the power structure. This could include a consideration of "white collar crime" and home strategies that might be developed by communities to enforce housing regulations now in existence. The problems of the tenant who must move into housing he can't afford because he begins to earn more can be discussed, as well as the absence or presence of latent power of groups within the community. Specifically, this might include organization within the poverty neighborhoods for social action and redress of grievances.

F. *Education*
   1. The public school system (general organization and purpose)
   2. Administration (budgetary considerations, school boards, and hiring of teachers)
   3. Legislative possibilities, mandates, and limitations
   4. The inner-city school as compared to schools in suburbia
   5. Inequities in the system
   6. Integration and housing of students
   7. The community school – what is it and what can it be
   8. The neighborhood school concept – implications for equal education
   9. The PTA – its purposes, functioning, and potential for influencing change
   10. Auxiliary personnel (New Careers)

The recent awareness at all levels of the need for major changes in education has given rise to new legislation (ESEA, Headstart, etc.). The discussion, therefore, might be about the issues that affect adequate education. These might include not only limitations of the education system, but community problems such as inadequate nourishment and clothing as they relate to readiness of children to attend school and their motivation to learn. Other related factors can also be discussed, such as the "payoffs" for learning, relevance of traditional curricula and teaching methodology, middle-class–oriented tests in evaluating IQ potential, language differences, cultural differences, truancy, school phobias, family encouragement and support for schooling. Discrimination and current efforts to ameliorate segregation and inadequate schools might be discussed in terms of what different groups within the community want for their children and the problems existing between intellectual admission of the need for change and the techniques available to transform the idea into reality.

IV. Recent Interventions

With the advent of the War on Poverty and civil rights activities, a variety of intervention strategies and legislation have affected communities throughout the country. They have, in many cases, been aimed directly at existing community resources that are not adequately meeting the needs of people they were designed to serve.

Rainwater* speaks of social workers and teachers as doing society's "dirty work." He views their recent unrest and activity as a protest against this function. In a significant sense, these professions have been given a new sense of strength and a mandate for reforms which derive from the activity and pressure of community action in which the poor are involved. The strategies of intervention outlined here point up the variety and scope of efforts being made at all levels that are bringing about change.

Trainees need to be aware of the legislative efforts as well as why and how these efforts came about. Clearly, the "establishment" got more than it bargained for when it included the phrase "maximum participation of the poor" in its guidelines. Trainees need to know how this participation came about, and its effect on communities. Intervention has not always been "legitimate" – riots and demonstrations have often resulted from community frustration. In discussing legislation, trainees should analyze the intent of Congress and discuss what went right and what went wrong when programs became operational. They might be stimulated to thinking of ways in which potentially good programs can be further developed.

The following outline includes topics on the power potential in organizing and the variety of organizations which have developed to create social change. Some issues to suggest are: problems in organizing the poor (apathy, feelings of helplessness), models of organization and their comparative success, and the significant contributions of individuals, groups and programs. The development and impact of informal and spontaneous organizations might also be discussed and related to attempts of the "Establishment" to buy them off or legitimize them through grant funding. How do groups respond to becoming part of the bureaucracy? What are some of the issues? What are the advantages? The influence of organizations and group efforts on legislative intervention efforts should be discussed in terms of cause and effect.

A. Legislation – on the books and pending
   1. Community action agencies
      a. The Economic Opportunity Act
   2. Unemployment
      a. MDTA
      b. Concentrated Employment Programs
      c. Neighborhood Youth Corps
      d. Job Corps
      e. New Careers
   3. Health
      a. Allied Health Professions Personnel Training Act
      b. Social Security amendments
      c. Amendments to the Public Health Service Act
      d. Mental Health and Mental Retardation Acts amendments
      e. Medicare and Medicaid
   4. Law enforcement and corrections
      a. "Safe Streets" and Crime Control Act
      b. Juvenile Delinquency Prevention Act
      c. U.S. Corrections Service
      d. National Institute of Criminal Justice
   5. Education
      a. Higher Education Act amendments
      b. Elementary and Secondary Education Act
      c. Teacher-Aide Program Support Act
      d. Vocational Education Act amendments

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*Rainwater, Lee. *And the Poor Get Children*. Chicago: Quadrangle Books, Inc., 1960.

B. Power in organizing
  1. Civil Rights
    a. The March on Washington
    b. Civil Rights Bill
    c. School desegregation
    d. Organization of pressure groups
      (1) The Sol Alinsky Model
      (2) Martin Luther King
      (3) Student Nonviolent Coordinating Committee
    e. Demonstrations
      (1) sit-ins
      (2) teach-ins
  2. Black Power
    a. Malcolm X
    b. Stokely Carmichael
    c. H. Rap Brown
    d. Influence on legislation and community action
    e. Riots and the "long hot summer"
      (1) causes
      (2) impact
      (3) backlash
  3. Community Neighborhood Council – Organization for Action
    a. Purpose and goals
    b. Organization and structure
    c. Block Clubs
    d. Consumer organizations
    e. Credit unions
  4. Mobilization programs
    a. Peace
    b. Youth opportunities
    c. Welfare issues
    d. Economic boycotts
  5. The "Hippies"
    a. Symptoms of dissatisfaction
    b. Use of symbols
    c. Similarities and differences to other groups (Black Muslims, street gangs, etc.)

Suggestions for Implementation

Forms of government should be outlined showing how each division or department fits into the whole, along with the responsibility and authority of each. The distinction between authority and responsibility should be discussed in relation to government agencies as a public trust. Whether various government agencies actually serve the people should also be discussed. Examine what services a government is supposed to provide its people; why they do or do not involve the question of politics, vested interests, influence, power, etc.

Second, the social structure of the community needs to be explored. Awareness of sociocultural patterns in the local community would be valuable: where people live and why; their styles of life; their influence in local affairs; etc. Also, consideration of the characteristics of the community will help the trainees know what to look for when observing community processes. A community encompasses interaction, socialization, social control, and identification of its members. The degree to which it does this is the degree to which it can be considered a community.

Finally, trainees must learn that social structures are not static. Formal and informal movement and change constantly occur. Trainees will benefit from exploration of the formal dynamics openly sanctioned by the community and those that go on behind the scenes.

This section is divided into three parts: 1) physical and social definitions of a community; 2) issues of community concern, and 3) interventions. In exploring the various definitions of the community, graphic materials can help make abstract ideas more concrete. For example, when discussing *economic resources* available to the poor, charts, similar to the one below can be used to illustrate the community structure – how it works, what it offers, and what it lacks.

Similarly, maps can be used to define boundaries and locate agencies and facilities, while at the same time developing map-reading skills. This will prepare the trainee for planning neighborhood programs, getting around the city,

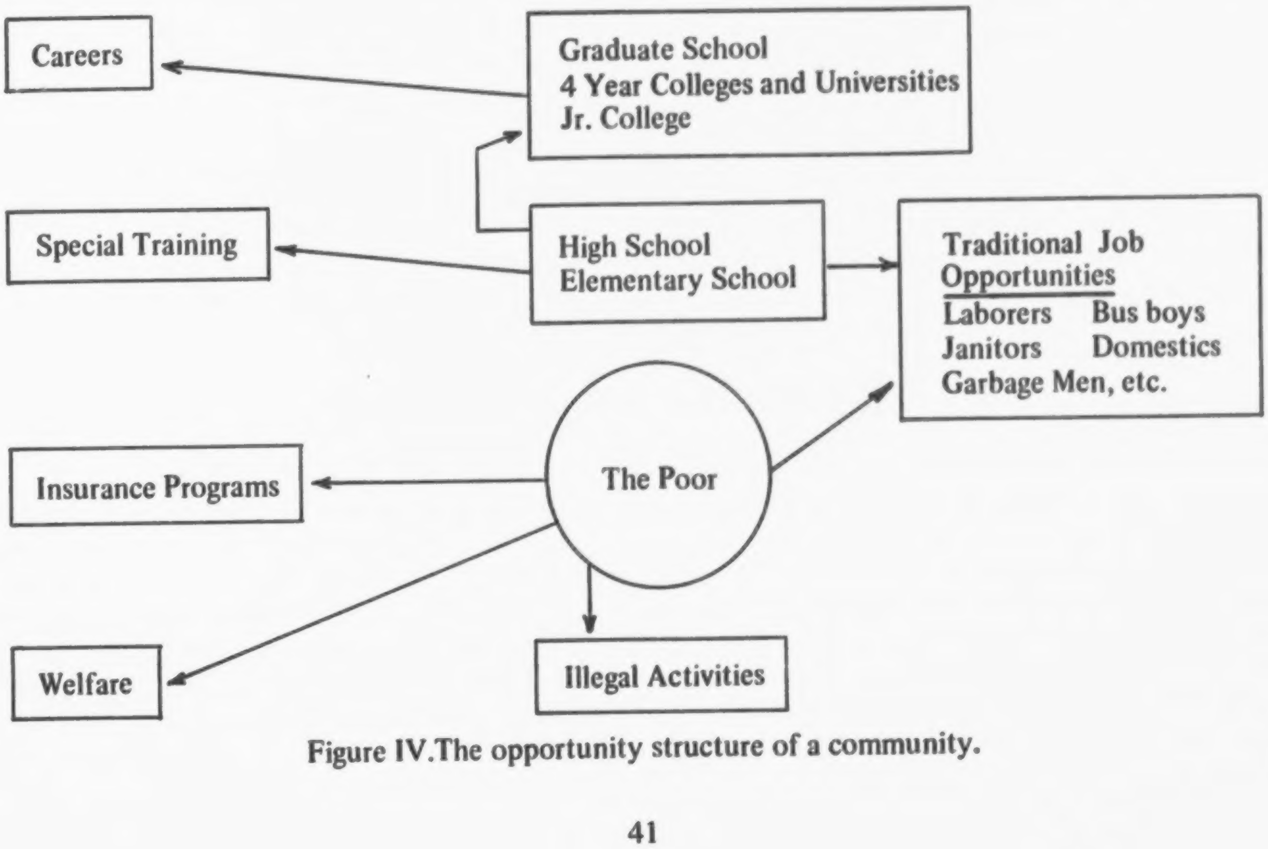

Figure IV.The opportunity structure of a community.

and giving directions to others. Another technique for teaching this content is to view the agency in which the aides are being trained as a micro-community. Its structure and the relationships among its various parts can be delineated using a schematic diagram showing lines of interaction. Comparisons can then be drawn between the local community and the larger community with which it interacts.

In discussions of community systems, emphasis can be placed on group identities, spheres of influence, geographical groupings and perceptions of daily life within a community. Trainees can be taught what the various systems are, and how they relate to one another. They can define group differences in order to develop an understanding of why, for example, the power structure takes on a particular configuration. Analysis of political and governmental units can serve as a base from which to explore the nature of political influence on agencies and how they function, i.e., Community Action Programs and the conflict with "city hall," manipulation of funds and services, and class, economic and racial factors that influence the kind and quality of service. Community agencies such as the welfare department can be used as examples of how the attitudes of society influence the nature and rendering of service.

Finally, the community can be examined in terms of its characteristics. Socialization can be discussed as a method for the transmission of knowledge, values and behavior patterns. Social control mechanisms, formal and informal, can be discussed. How does society influence the individual? How are social control and socialization processes related? What are some forces of social control (family, school, church, social agencies, government, police, courts, etc.)?

The trainer should not feel restricted to discussing only those topics outlined here. This material is not all-inclusive, but is a guide to stimulate thinking about issues common to all communities.

Some topics will require more emphasis than others, depending on problems in the communities where training takes place. The trainer should feel free to develop material according to his own perceptions and those areas of particular interest and concern to the trainees.

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PERSPECTIVES ON POVERTY

It may seem unnecessary, and perhaps even redundant, to teach poor people about being poor. And, the group leader may find himself in an awkward position if he is not poor and has never really known poverty.

But although the trainee may be well acquainted with poverty, he does not necessarily know what caused it or its qualitative and quantitative impact on people. There is a need to study and analyze poverty in its broadest historical and sociological perspective. With an understanding developed in this manner, trainees will be better able to diagnose the causes of poverty and devise strategies to attack it. Trainees must develop the ability to analyze poverty from within. The leader's role is to integrate his knowledge and understanding with trainee perceptions to jointly consider concrete problems.

There are many kinds of "poor" people – from a wide variety of social, ethnic and racial origins, each with its own unique features. Any one of these types may be broken down into subgroups, according to the effect poverty has on people's lives – or how they function within it. Thus, it is important for poor people moving into the human services to grasp a larger view of poverty than their own experience alone provides them.

Specific Objectives:

I. To develop in the trainees an understanding of why poverty exists in our society:
  A. To put into perspective the historical and sociological causes of poverty;
  B. To help the trainees develop a degree of objectivity in analyzing poverty situations.

II. To move the trainees to the point where they can develop realistic strategies for combating poverty:
  A. To help them develop knowledgeable opinions regarding the total situation;
  B. To develop in them the ability to plan realistically and effectively for their particular human service field.

Content Outline:

I. *Sociological Perspectives on Poverty*

A. The poor in our society are not a single entity. They include several subgroups, each with its unique style of life, attitudes, and backgrounds. Some of these subgroups derive from ethnic or racial origins. Subgroups differ also in status, perception of their condition, and the desire for change. Some groups have a strong sense of community and identity; others have none at all. Some are in the process of moving out of poverty. Others are trapped in a generational cycle. Some are resigned to their condition; some are taking advantage of it to live the life they please; some are struggling to get out.

II. *Historical Perspectives on Poverty*

A. The roots of contemporary poverty lie deep in the history of our society. The existence and nature of poverty are conditioned by social attitudes that were born and have grown with this country. This country was founded and developed by men who took pride in being able to carry out a way of life of their choosing. At first, all were relatively poor. But some worked harder, got a few more breaks, and advanced ahead of others. Thus was born the philosophy of rugged individualism. This became informally codified in the so-called Protestant ethic which assumes that anyone can make his own way in this life by hard work and perseverance. This concept may have been valid in the early agrarian culture of this country, but with the coming of the industrial revolution it became a less tenable concept. Yet it is still valued today.

B. With industrialization came the concentration of people in urban areas. About the same time, slaves were freed and the U.S. experienced a mass immigration of poor people from Eastern Europe and the Mediterranean countries. Consequently, there were many different groups of poor people. For some, language was a barrier to upward mobility. For others, physical features such as skin color blocked mobility. Some groups of people have been trapped in poverty since this nation was very young.

Any developing economy has its ups and downs. Recessions alternate with wars which give the economy a boost by putting people to work. Many thoughtful people believe society cannot maintain full employment and a healthy economy without wars. This belief is an important topic of discussion for the trainees.

C. The most recent historical developments affecting economics in this society are automation and the technological revolution. Trainees feel the direct effects of these revolutions as they recognize the need for advanced education or training required to hold meaningful employment.

D. Different ethnic and cultural groups handle the problem of poverty in various ways.
  1. The extended family enables the poor to care for each other.
  2. The church assumes responsibility for some other groups.
  3. Governmental welfare has been the source of help for many others.

E. Source questions:
  1. How and why does poverty affect people of different groups in different ways?
  2. What psychological or coping methods do poor people use – such as humor, withdrawal, anger, etc.?
  3. Is a person's response to poverty, and its effect on his life a matter of how he views poverty – a culturally conditioned state of mind?
  4. Is poverty universal, or is it relative to time, place and person?
  5. Why do some families stay poor generation after generation while others escape poverty?
  6. How much is poverty dependent upon people's exploitation of one another?
  7. Where do the "helpers of the poor" fit in?

III. *Specific Problem Areas*

To help the trainees develop strategies for dealing with poverty situations, it is necessary to focus on specific areas.

A. Employment is perhaps the most basic area to be explored. Lack of employment, or inadequate employment, is an integral part of any poverty siutation, if not one of the major causal factors. The historical aspects need to be reviewed and the contemporary trends examined.

The problem of poor education is intertwined in a vicious circle with that of employment. Progress in education can be studied and the need of further reform and development discussed.

B. Housing affects people physically, emotionally and behaviorally. For the poor, adequate housing is a perennial and excruciating problem. Health regulations and housing codes are rarely enforced. Rentals are generally extremely high in relation to the space and services provided. Frequently the despair and hopelessness of young and old are acted out in vandalism and property abuse. Repairs are infrequently made. The responsibility for current conditions and strategies for change are excellent points of departure for discussion.

C. Health conditions of the poor are directly related to housing, education and employment. Poor health and poor housing go hand in hand. Overcrowded conditions foster disease, as do unsanitary facilities and the presence of pests. Medical care is expensive and often available only after long waiting. Lack of education, knowledge and fear frequently cause the poor to wait until a medical crisis before seeking help. Preventive medicine is a luxury. Patent medicines are common substitutes for adequate health supervision.

D. Recreational needs and patterns begin during childhood. Recreation for the poor often consists of finding escape or working out frustration, and can be self-defeating. Recreational opportunities are frequently expensive and geared to middle class ideas and tastes. Facilities poor people can use are generally inadequate. Trainees can describe experiences and ideas about what is wanted and needed compared to what is available. Substitutes for public facilities can be explored (rent parties, block parties, etc.)

E. When a poor family or individual is confronted by a financial emergency – illness, accident, loss of job, etc. – there are no private resources to fall back on. They usually have but one recourse: to turn to social agencies. But few agencies are prepared to handle the emergency needs of the poor in a meaningful way. The result is that each time an emergency strikes, the poor sink deeper into poverty. What can be done about this?

IV. *Attempts at Intervention*

As long as poverty has existed, there have been attempts to cope with it. Prescriptions for dealing with the poor are written in the religious codes. Many laws have been aimed at eliminating poverty. Early methods consisted of punishment since poverty was considered a reflection on one's character or judgement by God. The poor were put in almshouses or prisons until they paid their debts, worked their way out of poverty, or died.

In the mid nineteenth century, more humane approaches began to appear. The settlement house movement began, and charitable organizations were formed to meet the rising tide of poverty that accompanied the industrial revolution and immigration. Finally, with the great depression of the thirties came massive government attempts to ameliorate existing conditions. The Social Security Act was passed, emergency work programs were set up, etc. Industrial build-up to support the war effort of the early forties put the economy back on its feet. But this nation emerged from the depression, as it entered, with a hard core of poor people. Therefore, new means were sought through the Economic Opportunity Act of 1964 and the current War on Poverty. (See unit on *The Community.)*

V. *Supplementary Sessions*

There are four other topics that can be dealth with in the curriculum on Poverty Perspectives: Evaluation of Specific Interventions, the War on Poverty, Middle-class Society Versus the Poor, and the Poor and the Authorities.

Sessions evaluating specific interventions would deal in more depth than the other sessions with educational reforms, medical care, mental health programs, job training and job development, welfare, urban renewal, public housing, housing code enforcement, and community organization.

Sessions to examine the War on Poverty would deal with the political factors involved in its conception and implementation, the specifics of the Economic Opportunity Act, the quality and effectiveness of the interventions it has attempted, and its future. It would be particularly helpful to look at the techniques used to see what has or has not worked and why.

Sessions on the relationship between middle-class society and the poor would deal with the relative influence of the two groups in providing programs, the problems of ignorance and prejudice, cultural gaps, difference in attitudes toward life, lack of understanding of motivations and needs, and the extent to which middle class standards influence the poor. A comparative analysis of values, aspirations, and goals is in order. Where are they the same; where different; how and why?

Sessions on the poor and the authorities can examine who represents authority to the poor, how the poor perceive authority and how much of their behavior is governed by fear of the authorities. How do the perceptions of the poor differ from the perceptions of the middle class in regard to authority? How much of this is based on reality and experience and how much of it based on group or class psychology? Such a session could deal with police – community relations; welfare department and other social agencies as authority structures; how the poor feel about the government, the courts, and the schools; why they seldom seem to receive any satisfaction when they attempt to deal with the authorities or the establishment, and the attitudes of society that influence the whole situation. Do the poor see the authorities with whom they come in contact as being synonymous with the establishment? What is the establishment? How do these perceptions differ among the different types of poor people – in nature and in degree? Discussion can also be focused on the rising militancy among the poor and the minority groups in their relationships to authority and obtaining satisfaction of their grievances.

Suggestions For Implementation

The more dynamic the presentation of this type of material, the more likely the trainees are to internalize it. Each group leader will develop his own style in keeping with his personality and talents. Here again, the most effective method is group discussion, bringing into play the attitudes and experiences of trainees. Additional material can be presented through films, guest speakers, readings, and issues suggested by the group leader. (A list of films and readings will be found at the end of this section.)

Trainee reaction is encouraged on two levels: the intellectual and the emotional. Facts should be presented about poverty, historically and as a contemporary phenomenon. At the same time trainees should be helped to understand their own feelings and attitudes about these facts and how these may affect their functioning on the job. Rôle play is a useful technique when discussion topics lend themselves to it.

This curriculum may be used in various settings, such as a classroom or a seminar, but it is specifically designed to be used in the Core Group setting. It is most effective when trainees can enter into meaningful dialogue about the curriculum material, bringing out their own feelings, experiences, attitudes and ideas, without feeling pressure to stick to a specific topic or cover a given amount of material in any particular time. It is best used in an atmosphere of flexibility and acceptance. The main role of the group leader is to draw the trainees out on the subjects under discussion, to help them to express themselves and consider issues, alternatives and strategies in relation to their developing roles in human service.

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FILMS*

The Captive, (28 min.) 1964. Discusses the effect of unemployment on the people of Appalachia.

Changing City, (16 min.) Color, 1962. Designed to help viewers understand the problems created by explosive urban growth.

Children Without, (30 min.) 1963. A study of the role of today's schools in regard to the culturally disadvantaged child.

The Drop Out, (29 min.) 1961. A situation in a boy's life is dramatized to show possible reasons for his failure to continue in school.

High, Lonesome Sound, (30 min.) 1963. Shows how folk music and spirituals allow mountain people to retain their traditions under conditions of extreme hardship.

My Own Yard To Play In (10 min.) 1959. Scenes of children playing in city streets. No narration – only the children's voices are heard.

**Most public libraries have film divisions from which these films may be borrowed.*

The Newcomers, (25 min.) 1963. An account of the plight of families migrating to the cities from depressed areas.

Portrait of a Disadvantaged Child, (16 min.) 1965. McGraw-Hill.

Portrait of the Inner City, (17 min.) 1965. Examines the streets, schools and living quarters of the inner-city slums.

Portrait of the Inner City School, (19 min.) 1965.

Superfluous People, (54 min.) 1963. Documents conditions under which babies waiting for adoption, dropouts, old people, Negroes, people on relief live.

When I'm Old Enough, Good Bye, (28 min.) 1962. A boy's experiences after he decides to drop out of school.

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THE NEGRO IN AMERICA

During the training program, there will probably be many discussions about the Negro in America. Such questions as the following are most likely to arise: How does it feel to be completely owned by someone? Why did slavery come about in this country? Were there Negroes in the Senate before Senator Brooke? (Powell, Dawson) Where were these people from and what offices did they hold? How did the phrase "Jim Crow" come to refer to segregation? (See *The Strange Career of Jim Crow* by C. Vann Woodward.) Why has the Negro in the past accepted a passive role? What messages are conveyed to the Negroes as a result of the country's neglect of them for centuries? What are the realistic means of achieving the ideal of integrating the Negro into society? How do we bridge the gap between desegregation and integration?

This section of the manual is designed to provide the trainer with information for use in guiding discussions. It allows room for individual assignments, and provides the opportunity for the trainer or the group members to go into more depth in some areas through the use of items listed on the bibliography – movies, film strips, records, and possible field trips.

I. Overall Objectives:

1. To develop racial pride, self-respect and respect for others by developing an understanding of forces which shape the lives of individuals.

II. Specific Objectives:

1. To know and appreciate the problems, roles, achievements, contributions and potential of the Negro minority in the United States.
2. To understand that the American heritage includes the Negro not only as a slave.
3. To provide a basis for communication with all Americans.
4. To help the Negro identify with the broader image of Negro Americans.
5. To help the Negro develop self-respect which must precede the development of respect for others.
6. To show that the Negro was and is part of the group that built the United States although the Negro has not been written about in history books.

III. Content Outline:

Quality Education for the Negro in America

A. Booker T. Washington, Principal, Tuskegee Normal and Industrial Institute – the leader and spokesman for the Negro population during his time.

In 1895, Washington advocated in a speech in Atlanta, Georgia that the Negro forego social equality for economic opportunity. His emphasis in providing education for the Negro was on manual and industrial arts.

B. The Plessy vs. Ferguson Case.

The Supreme Court of 1896 handed down the "separate but equal" doctrine. The Court ruled that segregation was not a violation of the Thirteenth or Fourteenth Amendments and that no authority to put Negroes on equal social levels with whites existed in the U.S. Constitution.

C. William E. B. Dubois

DuBois opposed Washington's emphasis on manual and industrial arts. He believed Negroes should have opportunity for higher or academic education to escape a hopelessly subordinate position.

D. Lack of funds and segregation hampered many attempts at progress through education.

Quality education in urban cities is still influenced by lack of funds, inadequacy of supplies, and some teachers who don't understand the urban school child.

E. The busing of school children to obtain racial balance in the schools.

What are its psychological effects? How does this influence education?

Substandard Housing Conditions

I. The location of Negro neighborhoods.
   A. During slavery, slave huts were maintained in certain areas away from plantation owners.
   B. Today most Negroes live apart from White America.

II. Possible reasons for segregated housing.
   A. Lack of open-occupancy laws.
   B. Lack of Federal laws requiring open occupancy except where Federal funds are used to build the housing.
   C. Prejudices and lack of understanding between the races.

III. Is it a myth that property values decrease when Negroes move into a neighborhood? Block busting – why does this occur? Who profits from such activities? Who loses?

IV. Do Negroes pay higher rates than other people for housing? Are Negroes forced to live in substandard housing?

V. The Federal Government attempts to solve housing problems.

During the New Deal Era of Roosevelt, the idea of low-cost public housing developed. How has this influenced or affected housing conditions for the Negro? Can the Federal government be accused of maintaining segregated public housing projects?

VI. The enforcement of housing code violations.
   A. Landlord and Tenants Courts – Rights of tenants, rights of landlords.
   B. City housing inspection.

The Negro Fights for America

From the Colonial War to the Vietnam conflict, Negroes have participated in every war fought by America.

I. Role of the Negro in military activities prior to 1812:

A. Defense of the colonies – In 1636, Massachusetts ordered all able-bodied Negroes to serve in the militia. From 1619 to 1636, Negroes in Virginia aided in the suppression of Indian uprisings.

Cripus Attucks, Negro leader of a group of men who confronted the British soldiers sent to enforce the Townshend Act, was the first man to die for the freedom of the thirteen colonies.

B. The Revolutionary War

At the battles of Lexington, Concord and Bunker Hill, Peter Salem distinguised himself. Salem Poor was a hero at the Battle of Charleston.

C. The War of 1812: Free Negroes and slaves were allowed to enlist.

II. Segregation in the Armed Forces
   A. During World War I, when President Wilson sought to make the world safe for democracy, Negroes fought although they did not have complete freedom at home.
   B. The Viet Nam Conflict. Negroes are fighting for democracy abroad although they do not have complete freedom at home.
   C. In 1950, segregation in unit assignments was abolished when experiments demonstrated that under certain conditions, segregation could be modified and with considerable gain in military efficiency. The passage of Special Regulation 600-629-1 removed the color bar from all Army jobs and schools, abolished all racial quotas and provided for the assignment of Negroes to any unit on the basis of qualifications.
   D. De facto segregation still exists in all of the armed services. (Army, Navy, Air Force)

III. Home after the War.

Negro veterans still return home to substandard housing, menial jobs, inferior education and second-class citizenship.

A. Successful attempts to suppress the Negro vote: After passage of the 15th Amendment, over ninety percent of Negroes remained in the South; over fifty percent were classified as illiterate.

B. Mississippi, in 1890, was the first state to disfranchise the Negro voter by legal means through constitutional provisions of a poll tax and a literacy test. South and North Carolina, Louisiana and Alabama soon adopted the constitutional provisions of Mississippi. By 1900, disfranchisement provisions were added to state constitutions wherever the Negro voter posed a threat.

C. Voter Registration Drives:
   1. President Lincoln favored a general grant of voting rights to very intelligent Negroes and those who had served in the Union Army.
   2. The Fifteenth Amendment to the Constitution in 1870 prohibited state and federal governments from denying the right to vote to anyone because of race.

3. The Student Non-Violent Coordinating Committee conducted a concerted voter registration drive in several counties of the South. Thousands of Negroes were registered to vote.

4. Federal registrars were sent to areas to insure that voting rights were not impaired.

5. Negro votes have been influential in many urban elections.

The Nature of Negro Employment Opportunities

I. The need for cheap labor.

The invention of the cotton gin and the advent of the textile industry. Between 1800 and 1860, the number of slaves in America increased from one million to four million due to a demand for cheap labor.

II. Menial jobs after Emancipation Proclamation.

A. Slaves had not been prepared for any other jobs.

B. The Northern working class felt threatened by Negroes. Darwin's theory of evolution was used to justify the low position of the Negro and the concept of racial superiority.

III. After the outbreak of World War I, there was an increasing demand for workers in the industrial areas in the North.

A. Jobs were available and wages were higher; this appealed to Southern Negroes. However, in the North, they found discrimination in the labor unions and in private industry. Therefore, they could not learn the skills required to become apprentices or journeymen in industry.

B. The American Federation of Labor in 1899 adopted the policy of separate unions for the Negro.

IV. The prosperity of the nation during the "roaring twenties" failed to reach the Negro. It was not until World War II that the Negroes started to advance in the job market as a result of President Roosevelt's order in 1941, condemning discrimination in industries operating on government contract.

V. Discrimination in job hiring.

Even after the Presidential Order of 1941, discrimination in employment persisted. Most jobs obtained by Negroes did little to enhance their self-respect or feelings of self-worth and dignity.

VI. New pushes for equal employment opportunity.

The Negro Community and the Police

In many cases, Negroes have been perceived differently than whites by policemen and treated with a different kind of "justice."

I. Who is the policeman in the Negro community?

A. How do White policemen and Negro policemen view the Negro community? What are their needs and fears?

B. Is there a double standard of law enforcement?

C. How can Negroes be better served by the police? What can police-community relations committees do?

Years of Oppression

The Negro has responded in many ways to oppression.

I. Reactions to slavery were expressed in rebellions, revolts and hostilities.

A. Some successful revolts on early slave ships.

1. The Mendi slaves aboard the Schooner Amistad, 1839, led by Cinque.

2. In 1822, Denmark Vesey's planned revolt was unsuccessful.

3. In 1800, Gabriel Prosser headed a rebellion in Virginia.

II. Riots in the streets during World War I.

A. Negroes were encouraged to migrate from the South to the North for jobs.

1. Slums quickly developed, and there were few avenues of escape.

2. Job opportunities were strictly limited.

B. The White backlash of the 1860s.

1. Does this white backlash compare with the backlash of the 1960s?

III. 1920-1923: Marcus Garvey and the Universal Negro Improvement Association (U.N.I.A.).

A. This association wanted to unite Negroes of the World in order to influence their destiny. They wanted to return to Africa which they considered the land of their fathers.

IV. Summer Riots.

A. July, 1964 – Violence in Harlem.

B. July, 1964 – Violence in Watts.

C. Summer, 1967 – Violence in Detroit, Newark.

V. The nonviolent movement and Martin L. King.

A. Demonstrations in Birmingham, 1963.

B. The March on Selma, 1965.

C. The March on Washington, for jobs and freedom, Summer, 1963.

VI. The Rise of Black Nationalism.

A. The Black Muslims, the largest black nationalist group.

1. Elijah Muhammed

2. Malcolm X

B. The Deacons for Defense and Justice. This organization has been organized mainly to protect Southern Negroes.

C. Stokley Carmichael, H.Rap Brown and other Negro militants.

Suggestions for Implementation

This section on the Negro in America can be taught in a classroom setting or through group seminars. The presentation and integration of this material can most effectively be achieved in a group setting by relating current experiences of the trainees to the history of the Negro in America.

For example, in discussing the systematic way society has locked the Negro out of employment opportunities, the trainer might discuss the recent riots across the country as violent expressions of the rage and frustration that have developed throughout Negro history, dating back to slavery. The impact this has had in the struggle for human and civil rights can thus be traced from the mutinies on slave-ships to the mutinies in the streets today.

Movies

Hurry Sundown
One Potato, Two Potato
A Raisin in the Sun
The Cool World

National Education Television Journal Series:
Lay My Burden Down
Losing All the Same
Southern Accent – Northern Ghetto

People and Topics for Individual Study

1. Harriet Tubman
2. Wendell Phillips
3. Benjamin Banneker
4. Frederick Douglass
5. Compare W.E.B. DuBois and Booker T. Washington. Do they have countertypes today? Whose points of view do they reflect?
6. A. Phillip Randolph
7. What is Black Power?
8. Stokley Carmichael
9. Floyd McKissick
10. What is the concept of nonviolence?
11. Deacons for Defense and Justice
12. Black Muslims
13. Black Nationalists
14. What is the most effective way for the Negro to gain full equality?
15. What might be done to avoid riots in the city?
16. Is the Black Muslim sect similar in any way to the Garvey Movement?
17. Is there a "Garvey Movement" of today?

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LAW AND SOCIETY

I. Overall Objectives:

Law may be described as the formal work-product of government. It is *political* in nature and any study of how to use law effectively must also involve a study of American politics.

Law and politics deal directly with power – an element usually lacking in poorer communities. People are not poor simply because they lack power, but powerlessness and poverty often live side by side.

There are techniques for challenging this system. Both manipulation and challenge are considered legitimate and appropriate in a democratic society, if the techniques called into play are within the rules of the game. This section describes the basic rules of the political-legal system, and some approaches to the legitimate manipulation and challenge of that system. Without a basic understanding, the system cannot be made to work to the advantage of an individual or of a group. Knowledge is power – more in this field than almost any other.

II. Specific Objectives:

- A. Examinations of law and government as they affect average citizens.
- B. Suggested areas for future, more detailed study.
- C. Some basic rules (mostly examples) of law and principles of politics.
- D. Indications of the ways in which people can have an impact in their communities through legal and governmental processes.
- E. How the average citizen [illegible] make such an impact.
- F. Sources of help available to average citizens in the effort to make an impact.

III. Content Outline:

- A. *The Criminal Law System*
  - 1. Definition of criminal law system: society's demands on individuals' behavior to prevent individuals from harming or disturbing the rights of others; sanctions are usually fines and jail sentences, backed up by the coercive power of the police.
  - 2. Concept of citizen's rights and remedies.
    - a. "Your home is your castle" concept; property rights, e.g., car, shop, etc.
    - b. Freedom from personal harm by other citizens.
    - c. Freedom from unjust application of criminal law, i.e., arrest, detention, bail, etc.
  - 3. Organization of the criminal law system.
    - a. Police, prosecutors, judges, defense counsel, etc. – how they presently function.
    - b. New proposals explored to improve the system.
- B. *Civil Law System*
  - 1. Definition: Apportionment of private rights and responsibilities between individual citizens, as enforced by courts; sanctions include declaration of rights ("X is entitled to the car, and Y, the loan company, is not"), and apportionment of damages ("because X ran over Y negligently, he owes Y $1000 in damages").
  - 2. Examples of civil law: landlord and tenant law
    - a. The lease and how it can be enforced by both parties, using examples of leases or "rental agreements" used in low-income housing.
    - b. The common law – why some law is "old history" and why courts are allowed to "rewrite" common law rules.
  - 3. Consumer Credit Law
    - a. Sales contracts, using examples of car and appliance sales agreements, and exploring the techniques of credit agencies.
    - b. Why the enforcement of such contracts is inequitable.
    - c. Proposals to improve consumers' remedies.
  - 4. Injury to persons and property
    - a. Concept of money damages to "make injured person whole" when he is hurt in a car accident, bitten by a rat, etc.
    - b. Example of the insurance company release and its dangers. (Claims settler says, "Don't talk to a lawyer.")
  - 5. Domestic relations law
    - a. Divorce – regulating the "morals" of society; and the rules various states have enacted for this regulation.
    - b. Custody of children after divorce.
    - c. Support of children after separation.
- C. *Social Agencies and Programs*
  - 1. Types: Welfare departments, public housing, poverty programs, social security, etc. – perhaps also schools, unions, etc; and examination of the reasons for existence of these agencies and what the effect of their existence is.

2. Rights of recipients of social programs
   a. Historical view – recipients had no rights; they were the beneficiaries of gifts which could be handed out with all sorts of conditions (examples).
   b. Emerging view – recipients are entitled to these benefits, and do not have to accept them subject to arbitrary or unfair conditions (examples).
3. Ways to challenge alleged deprivation of rights
   a. Individual negotiations (e.g., ADC recipient and case worker).
   b. Group negotiation (via tenants' council, welfare recipients' group).
   c. Administrative appeals – hearings, etc.
   d. Legal review of administrative decisions.

D. *Voting, Parties and Government*
1. Voting
   a. Registration – rules regulating the right to vote.
   b. "Bloc" voting and "bullet" voting; how they work.
   c. Usefulness of voting (examples of activist minority groups electing public officials).
2. Parties
   a. Immigrant experience with big-city machines.
   b. Different kinds of party organizations today, e.g., Chicago, New Haven, Atlanta.
   c. How to work within parties effectively (as an average citizen and as a participant in a political movement).
   d. How to work outside of parties effectively (as an average citizen and as a participant in a political movement).
3. Government
   a. Organization of Federal, state and local governments – jurisdiction over political issues.
   b. Division of powers – the executive, the legislative and judicial; who has jurisdiction over political issues.
   c. Importance of executive officials, agencies, etc., today.
   d. How decisions are made, e.g., local government (use of case studies in government, public administration, etc., emphasizing the "politics" of decision-making).
   e. Unofficial men of political power-parties, lobbies, intellectuals, etc.

E. *Parapolitics*
1. Description – modes of minority protest politics used outside normal channels (Boston Tea Party, the "agrarian revolt," the civil rights movement, etc.)
2. Exploration of the "expediency" or the efficacy of same; the problem of "radicalism" in American politics.
3. Where and how does parapolitics work best – use of allies (clergy, lawyers, college students, etc.).
4. Problems of "co-option" and "compromise."
5. Use of lawyers
   a. How are they useful?
      (1) Criminal cases
      (2) Civil cases
      (3) Political bargaining
      (4) Discovering the "lines of least resistence"
   b. Where do you find them?
6. Problems of the "conservative" bar
   a. Middle-class
   b. Generally used by people and institutions
7. Benefits of attorneys
   a. The lawyer serves his client's needs, not his own; a survey of professional ethics.
   b. The lawyer likes "interesting," unusual cases.
   c. Many lawyers have a strong sense of "justice."
8. Seek out "progressive" lawyers – from the ACLU, the NAACP, etc.
9. Use of legal aid, legal defender, Neighborhood Legal Services, etc.

IV Suggested Training Resources

A. This curriculum covers many specialized topics. The trainer's main job in presenting this curriculum is to find knowledgeable people to discuss each topic with the trainees. The trainer should select these people with care and discuss with them what they plan to talk about. This will help the trainer know if the "resource men" are truly knowledgeable and if they can relate effectively to the trainees. It will also help the trainer plan the discussions following presentations.

The trainer should also use field trips as an integral part of the curriculum. Government, for instance, is a less abstract, remote concept to people who have witnessed legislative hearings or watched lawyers argue a case on appeal. But field trips will be more effective if they can show government acting on proposals that are directly relevant to the topics covered in this curriculum, e.g., legislative hearings on an antipoverty program or on a proposed criminal ordinance.

Finally, the trainer may expect that his trainees will have had considerable personal experience in most of the topics of this curriculum – from criminal law to installment purchase contracts, from welfare programs to personal injury cases – and he should use these experiences to illustrate the topics. But the experiences of the trainees will uncover more examples of "problems" than remedies. Therefore the trainer should bear in mind that the content on legal-political remedies will be new material for many trainees.

B. Potential sources of "resource men"
1. Political science departments of near-by universities – Many college professors now specialize in the workings of local government and are also knowledgeable in the problems of law and poverty.
2. Local law schools – Many law school professors have recently taken up the study of "urban law" or "law and poverty". If there are

no professors at local law schools knowledgeable in these areas of this curriculum, the trainer should see if the school has a Legal Aid program or a chapter of the Law Students Civil Rights Research Council; officers of either group would be likely to have contacts with local attorneys who have requisite experience.

3. Legal aid (public defender) programs – Some cities hire full-time attorneys to defend poor people accused of crimes. Others have a volunteer system, but usually have an administrative staff that can help locate private attorneys who are knowledgeable about problems of criminal law enforcement among the impoverished. The local district attorney's office is a possible source of lawyers sympathetic to the needs of the poor.
4. Neighborhood Legal Services – The OEO sponsored free legal service program has been established in many cities. This is an excellent source of lawyers familiar with the civil law and social agency topics covered in the curriculum, since most of the legal service programs are restricted to these areas of the law.
5. Local volunteer attorney groups – The American Civil Liberties Union, the NAACP Legal and Defense Fund, the Lawyers'Committee for Civil Rights Under Law and the Lawyers' Constitutional Defense Committee are among the volunteer organizations that have chapters in many cities. While most of these groups have in the past devoted their services to civil rights and liberties cases, many are now involved with the issues covered in this curriculum. If there are no chapters in the trainer's city, a call to the state or national headquarters may help locate a local member.
6. Local political leaders – A local politician who has a significant following in the community from which the trainees are drawn may be able to give a candid view of the influences that come to bear on local law-making and law-enforcement. He can also discuss the impact of voting registration, bloc voting, and interparty and intraparty political pressures.
7. Other state or local executive officials – There are likely to be local public officials with experience in dealing with three levels of legal policies and of government fiscal resources – local, state and federal. Perhaps a regional federal official, from OEO, HUD or another appropriate agency can be found for this purpose.
8. Local "ethnic" or "radical" political activists – There may be some "splinter group" political activity in the local area which plays a role in the politics of the target community. Its spokesmen are often useful in voicing the felt needs of the community and in effecting some change. For a wider discussion on the effect of "independent," "third-party" or "radical politics" in the country or the region, a political scientist, a historian or politician would probably have to be consulted.

C. Potential Field Trips
   1. Police stations, courts and jails – The fundamentals of criminal law enforcement can be viewed from the inside out, to create understanding of the felt needs of those responsible for enforcing the law. This should aid the trainees in making informed and analytical criticisms of the criminal law system.
   2. Welfare departments, public housing, municipal hospitals, housing code inspection departments and other agencies designed to "promote the public welfare" – This also provides material for a critical examination of these systems.
   3. Appeals courts – Can provide an instructive lesson on the world of the courts and the law, especially if the trainees can watch arguments made on a "close" point of law which has significance to the topics of this curriculum. Federal as well as state courts may prove interesting forums, and local lawyers can help in identifying interesting cases scheduled for argument.
   4. Local legislative hearings – An instructive view of local lobbying and political decision-making.
   5. Congressional hearings – Most are conducted in Washington, which may be too distant from the training locale, but some are conducted outside of Washington.
   6. Local legal services of Legal Aid offices – To observe the operations of these offices. A visit to a normal "middle-class" law firm may also be instructive.

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CONSUMER EDUCATION

Overall Objective

A. To present material relevant to the economic situation and consumer problems of poor people.

Specific Objectives

A. To help trainees develop wise buying habits.
B. To help trainees develop competency in money management.
C. To provide the trainees with information valuable not only for their own use but also for other people they know.
D. To help trainees understand the business world and the reasons underlying the economic structure of the community.
E. To help trainees develop self-fulfilling, rather than self-defeating, attitudes and behavior patterns about money.
F. To help trainees develop the ability to set personal goals and develop realistic plans for achieving these goals.
G. To give the trainees practice in money management:
    1. To help them develop budgets.
    2. To help them learn to read contracts, leases, etc.
    3. To help them learn how to take advantage of sales, economical services, etc.
H. To help the trainees work through any problems they may have regarding money and fiscal responsibility.

Why the Poor Pay More

It is important for trainees to understand economic conditions and structure if they are to be motivated to do anything in their own lives or the community to improve conditions. There are several reasons why the poor pay more for necessary goods and services and why they spend money for goods that seem unnecessary.

First, poverty and educational deprivation are common bedfellows. This has far reaching economic ramifications for the poor. Their reading and arithmetic skills are poor. They have had little practice in logical reasoning or solving complex problems, particularly in the abstract. Therefore, the development of good money management habits is difficult at best and, hence, neglected or resisted. Frequently, they do not fully understand the processes of the business world and must rely upon the word of the merchants or purveyors of services. Consequently, they are vulnerable to fraud and deceptive merchandising. Poverty neighborhoods are the stamping grounds for fraudulent investors, real estate operators, insurance men, merchants and a variety of other exploiters. Finally, because the poor lack the cash to make large purchases or to buy in economical sizes or quantities, they must buy either in small amounts at high prices or on credit at high interest rates. They find themselves involved in time payment contracts that turn out to be quite different from the verbal agreements of the salesmen. They miss payments and have their goods repossessed. They may even have to buy where they can get easy credit which usually means they also must pay high prices.

Budgeting

Actual practice in drawing up a budget is the best way to get across methods of financial planning. In this way, trainees can move from setting realistic goals to mapping out a strategy for achieving those goals and putting it into practice with their current income. It is important for them to discover how they can keep within their budget; thus, they need to develop skill in comparative shopping and taking advantage of sales, etc. They also need to learn how to establish and use credit wisely. This would involve knowing the right questions to ask, what to look for in contracts, the prevailing fair interest rates and the ability to determine whether they can live up to the terms of the contract in light of their current economic situation. In drawing up budgets, opening up accounts, and making purchases, they need to concern themselves with priorities and examine their values.

Credit Unions

A federal credit union is a nonprofit private organization owned and run by its members. It is chartered through the U.S. Government under the Federal Credit Union Act, and is supervised by the Bureau of Federal Credit Unions, but it is not a government agency. Persons who become members of a credit union may save money for the future or borrow for their present needs. Credit unions have a three-fold purpose: to encourage and help their members to save regularly, to give the members a place where they can borrow money for good purposes at fair interest rates, and to advise members how to use money wisely.

Family Planning

Trainees can be helped to understand that family planning can have an effect on a family's financial status. It is obvious that less income is required to provide for a small family than for a large one. Since many trainees lack knowledge about family planning and modern methods of contraception or resist using the knowledge they do have, this information can be provided by an expert in the field. Or it can be presented by the trainer who emphasizes that advice and information about family planning are available from professional health workers.

Care must be taken to ensure that trainees understand that it is possible for a man and wife to determine what size of family they will have; they should also understand that family planning is a choice and not a requirement. Information can be presented concomitantly to help them understand methods of financial planning and budgeting to meet the needs of a large family.

Since a number of people have information about contraceptive measures which they do not use, it is important to discuss the psychological and religious aspects of family planning. Human needs, such as proof of masculinity, are fulfilled through procreation. These needs should be recognized and discussed frankly in terms of the "price" of fullfillment – and what substitutes are available that are less self-defeating.

Consumer education readily lends itself to presentation through the Core Group method. The major activity is discussion, with the leader providing material when necessary. Source material can be used directly by the trainees. (See references which follow.)

One specific activity to be conducted is the actual working up of budgets by the trainees. If this is done early in training, the trainees can test their budgets and discuss problems during the course of the program.

As discussed in the section on field trips, a visit to a credit union could provide the basis for discussion of that topic. If such a visit is not possible, it would be helpful to have a speaker or film strip from a local credit union of the Bureau of Federal Credit Unions. There are also leaflets available which explain how credit unions work.

The material on family planning could best be presented by a guest speaker from a local planned parenthood organization. Trainees can be instructed on where to go if they wish detailed personal information on birth control.

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CHAPTER VI
INDIVIDUAL GROWTH AND DEVELOPMENT

The curriculum on individual growth and development refers to the trainee's progress in basic skills needed for functioning in all aspects of his work and life, and in participating in educational programs. The two sections that follow – Practical Skills and Remediation, and Interviewing Skills – give ample illustration and definition of how objectives can be carried out as integral parts of training.

Basic education can be made relevant to the experience and needs of trainees if it is viewed as a means of remedying weaknesses in order to increase effectiveness and competence on the job. In addition, teaching and learning job-related skills with the objective of certification will assist trainees in moving directly into more formal educational programs.

Much of the motivation for this learning is generated by the trainees themselves, as they become aware of their educational needs through the direct experience and demands of the work itself. Under some circumstances, this might lead to feelings of frustration and incompetence, as well as negative evaluation, and eventual dropping out or being fired. In the New Careers program, however, provision is made not only for spotting deficiences and remedying them, but also for using them as important components of the overall training. This is a central responsibility of the training program; implementing this goal can make the difference between a circumscribed job and an open-ended career line into the future.

Practical Skills and Remediation

Overall Objective

To help trainees develop practical skills; i.e., those skills required for the competent, successful performance of a job in the Human Service field. These skills are also necessary to perform well in social life and in any job.

These skills include:

1. Taking and giving telephone messages.
2. Map reading.
3. Reading bus schedules.
4. Filling out forms.
5. Reading reports, messages, newspapers.
6. Requisition and inventory taking.
7. How to participate at a staff conference.
8. Business letters.

Specific Objectives

1. To establish measurable progress in academic work.
2. To establish the basis for further progress, a continuing process of education rather than a means to an end.
3. To prepare aides for examinations, e.g. High School Equivalency, Scholastic Aptitude Tests and Government Service Tests, that will provide new horizons and further their chances of a career. This preparation includes many skills: grammar, spelling, comprehension, mathematics, etc.
4. To correct specific weaknesses necessary for effective work.
5. To teach job related skills not covered elsewhere.
   a. Indexing and cataloguing
   b. Improvement of comprehension and vocabulary as a means of enhancing the knowledge of the clients
   c. How to write reports, to make an outline, to construct sentences
   d. Improvement of other verbal skills: telephone messages, discussions, middle-class English used in professional life, conducting interviews
6. To teach skills that relate to the trainees' personal lives (which often overlap with job related skills)
   a. Conversation
   b. The art of persuasion and argument
   c. How to cope with supervision and authority, government red tape
   d. Reading books, newspapers and magazines for relaxation, enjoyment, escape, psychological insight, and for information
   e. Money management, budgeting, credit, credit unions, savings accounts, interest rates
   f. Writing business letters

Note to Trainer

It has been decided to include Practical Skills with the Remediation curriculum, so that Remediation can be given through the acquisition of practical skills. Remediation should be parasitic and draw as much as possible on other elements of the training program for its material. In this manner, long-term benefits of learning can be highlighted.

Suggested Series of Lesson Plans for Practical Skills and Remediation

In each session, these elements should be included:

1. Written work
2. Verbal discussions
3. Grammar
4. Reading through a newspaper article, book or pamphlet
5. Comprehension (vocabulary) spelling

It is expected that the trainees should make notes on vocabulary and spelling.

Lesson I

This is a sample lesson in detail. In other lessons, material and topics to be covered will simply be outlined.

A. 1. *Introduce yourself.* State ground rules for class, e.g., homework; corrections; notes; etc.
   2. Discuss possible teaching methods to be used and request that students make their interests and needs known.

B. Trick Test (these questions should be duplicated and handed out). Tell trainees to:
   1. Read everything before doing anything.
   2. Put name in upper right hand corner of paper.
   3. Circle the word, "Name," in sentence 2.
   4. Draw five small squares in upper left hand corner of this paper.
   5. Put "X" in lower left corner of paper.
   6. Put a circle around sentence seven.
   7. Sign name under title of paper.
   8. After the title, write "yea, yea, yea."
   9. Put an "X" in the lower right hand corner of this paper.
   10. Draw a rectangle (box) around the word "paper" in sentence four.
   11. On the reverse side of this paper, multiply 68,942 by 222.
   12. Draw a box around the word "paper" in sentence four.
   13. Print your name when you get to this point in the test____________________________.
   14. If you think you have followed directions carefully to this point, print the words "I have."
   15. On the reverse side of the paper add 545,454 and 1,212,212.
   16. Put a circle around your answer for number 12.
   17. List the numbers from one to ten backwards.
   18. Punch three small holes in the top of this paper.
   19. On the reverse side of this write, "I have followed all the directions."
   20. Now that you have finished reading carefully, do only sentence one and two.

SIT QUIETLY UNTIL OTHERS HAVE FINISHED
DO NOT ERASE ANYTHING

(You will learn how wary the trainees are, how relaxed, whether they can follow directions, etc.) (7 minutes)

C. Spelling Test (culled from everyday words) (12 minutes)

1. teacher
2. health
3. believe
4. aide
5. application
6. counselor
7. library
8. school
9. receive
10. accident
11. elementary
12. information
13. session
14. tutor
15. comprehension
16. strength
17. direction
18. excellent
19. appropriate
20. accuracy

D. *Correct* spellings together. Write on board. Make note of mistakes made. (5 minutes)

E. Read article from newspaper. Get trainees to read aloud to get some idea of their reading levels. Discuss the article for interest. Then ask specific questions or definitions of certain words. Give simple definitions. Encourage trainees to use dictionary and write down unknown words. (15 minutes)

F. Math (broad spectrum). Do not give help unless it is asked for. Reserve these papers to work on yourself and evaluate levels. (15 minutes)

DIRECTIONS: For each question, work out your answer in the blank space at the right. Below each question, you will find suggested answers. Select the answers that you have figured out to be right and indicate the letter of the correct answer on your answer sheet.

1. Subtract $94.78 from $360.50.
   a. $265.72　c. $391.50
   b. $445.28　d. $164.80
2. Add: 8-3/8, 12 and 15-5/6
   a. 22-5/8　c. 32-7/8
   b. 28-3/16　d. 36-1/6
3. Divide 16 by 2-2/3
   a. 2　c. 6
   b. 4　d. 8
4. Multiply 956 by 507
   a. 329, 141　c. 563, 215
   b. 484, 692　d. 613, 218
5. Divide 1.672 by .08
   a. 200.9　c. 2.9
   b. 20.9　d. .29
6. By buying a coat during a sale, a girl received a 20% discount. This discount amounts to $12. What was the original price of the coat?
   a. $30　c. $50
   b. $40　d. $60
7. A boy deposited in his school savings account the money he had saved during the summer. Find the amount of his deposit if he had 10 one-dollar bills, 9 half dollars, 8 quarters, 16 dimes, and 25 nickels.
   a. $16.20　c. $18.60
   b. $17.42　d. $19.35
8. At the annual rate of $1.50 per $100, how much does it cost for a $1,000 fire insurance policy for one year?
   a. $15　c. $40
   b. $25　d. $50
9. If a car averages 18 miles to a gallon of gasoline, how many gallons will be used on a trip of 810 miles?
   a. 20　c. 45
   b. 35　d. 60
10. In a recent year, 120 pupils were enrolled in the seventh grade of a junior high school. The following year the seventh grade enrollment was 160 pupils. Find the percent of increase in enrollment.
    a. 25%　c. 40%
    b. 33-1/3%　d. 50%
11. 5 is what percent of 25?
    a. 5　c. 41/100
    b. 50　d. 20
12. Which fraction is closest in value to 3/7?
    a. 1/2　c. 41/100
    b. 2/3　d. 42/100
13. If a man invests $1,000 at an annual rate of 5%, how much interest will the man have after one year?
    a. $20　c. $100
    b. $50　d. $120
14. If three apples cost 24 cents, how many dozen apples can be bought for $1.92?
    a. 1-1/2　c. 2
    b. 1　d. 5-1/3

Lesson 2

A. Read Form 57 aloud together (standard government employment form, or equivalent), including the directions. Discuss vocabulary. Fill out form step by step. (25 minutes)

B. Spellings and Vocabulary. Use five spelling words from previous sessions, five from newspaper and ten words from Form 57. (15 minutes)

1. information　6 through 10 from
2. appropriate　newspaper article
3. direction
4. counselor　11 through 20
5. receive　from Form 57

C. Comprehension. Ask trainees to define these words.

opportunity
preference
deceased
disability
certification
eligibility
participation
summarize
to change materially
indicate

D. Math. Give back work from last time. Make corrections. Give individual attention where necessary. (10 minutes)

E. Read article or advertisements from newspaper. Discuss. (10 minutes)

Lesson 3

A. Math. From weaknesses on previous test, review and introduce new material. (15 minutes)

B. Finish Form 57. (10 minutes)

C. Telephone messages. Suggested conversation to be enacted.
   1. Make appointment for interview with a given person.
   2. Take information of a proposed visit by some official.
   3. Phone supervisor, apologize for lateness.
   4. Call accounting office: no pay check received.
   5. Inquiry about friend who is ill.

   Identify self and agency. State purpose of call. Take down name of person contacted.

D. Article from newspaper.

Lesson 4

A. Telephone messages. Concentrate on taking down messages.

B. Grammar: English usage, corrections written, based on mistakes noticed in telephone conversations.

Lesson 5

Visit to library Learn indexing and cataloguing.

Lesson 6

Exercise based on indexing and cataloguing. (English, math, comprehension, etc.).

Lesson 7

Preparation for money management. Exercise in addition, substraction, multiplication, division.

Lesson 8

Meanings and spellings of psychological terms required by N.S.A.

Lesson 9

Money management: review of decimals, percentages, fractions.

Lesson 10

Reports and discussions of books read.

Lesson 11

Inventory taking (Math and Forms).

Lesson 12

Making requisitions (more practice in forms).

Lesson 13

Money management (continued).

Lesson 14

Verbal skills (using tape recorder). How to ask for leave of absence, how to ask for raise.

Lesson 15

Verbal skill continued – complaints, request for change of assignment.

Lesson 16

Map reading.

Lesson 17

Bus schedules.

Lesson 18

Field trip to point of interest to test map reading, bus schedules.

Lesson 19

Telephone messages and conversations again.

Lesson 20

Verbal skills. How to conduct self at staff meeting. How to make a report about client.

Lesson 21

Review.

Lesson 22

Tape recording – translations of dialect to middle class English.

Lesson 23

Written exercise to back up verbal skills (English usage).

Lesson 24

Profit and loss matters.

Lesson 25

Work brought from other parts of the training program.

Lesson 26

Now that much of the job-related remediation has been covered, emphasis and style of preparation of exercises can be changed to suit civil service exam and High School Equivalency Test needs.

Lesson 27

Another field trip to library. Xerox birth certificates and other vital documents. Look at children's books.

Lesson 28

Conditions and requirements for civil service exams and High School Equivalency test (or equivalent tests).

Lesson 29

Sample test for practice.

Lesson 30

Analogies – what they are: give practice sessions.

Lesson 31

Review.

Lesson 32

Tape recordings again, English usage.

Lesson 33

Grammar: the classic rules.

Lesson 34

Grammar: more rules.

Lesson 35

Work brought from other parts of the training program.

Lesson 36

Book reports. Discussions.

Lesson 37

Comprehension: How to tackle a paragraph.

Lesson 38

Comprehension: Finding suitable titles for paragraphs.

Lesson 39

Simulated civil service exam or High School Equivalency. Test again.

Getting Ready for the World of Work

Lesson 40

Buying on time (studying percentages).

Lesson 41

Credit Unions, Savings Accounts (studying interest rates).

Lesson 42

Tax forms, Federal and local.

Lesson 43

Budgeting.

Lesson 44

Verbal skills: how to cope with supervisor's red tape, etc.

Lessons 45 and 46.

Review.

Special note on preparation for examinations

Many trainees will request that they be prepared for Government Service and High School Equivalency Examinations. The procedure to be followed before taking the tests should be noted carefully, and attention should be paid to the nature of the examinations. (These requirements for High School Equivalency may vary slightly from area to area so that it is advisable to call the examination board of the local Board of Education.)

Procedures: Collect and send in with the application:

1. Birth Certificate. Help trainee to send for it if necessary. Make trip to library to make Xerox copy (and there learn indexing and cataloguing).
2. Two letters of reference (discussion of suitable "middle class" references).
3. Note date for applicant to take test. Note place and date for test and need for punctuality (latecomers often not admitted).
4. Note of residency requirements.
5. Keep duplicates for reference.
6. For Civil Service exam, completed Form 57. (reviewing the vocabulary and directions therein.)

Nature of G.S. and High School Equivalency Examinations: (This information is based on Washington, D.C., requirements. Requirements vary with locale.)

1. The High School Equivalency requires a 45% average and 35% to pass.
2. All questions are multiple choice. One needs to read and understand. Writing is unimportant.
3. The subjects require no specialized knowledge, only the abilities to read and comprehend.
4. There is a section on English usage, spelling, vocabulary. Teach formally. Use ARCO, High School Equivalency and "Job Brief," published by OEO and GS Handbooks for guidance.
5. Important section on comprehension. (This is all that Natural Sciences, Social Sciences, and English require.) Use any book, short story, paragraph or newspaper article for practice.
6. In the section on analogies for the GS test, a *wrong* answer carries minus 3 marks. These questions should not be guessed at, but left blank.
7. Math requires lots of drill. Unless the tutoring period is a long-term one, stick to addition, subtraction, multiplication, division, decimals, percentages, profit and loss, simple interest. Use a math drill book (9th grade) and use the newspaper to provide variety. Use trainees' experiences in shopping; visit a supermarket for price comparison; practice shopping using credit and lay-away plans.
8. An IBM answer sheet is used in both examinations. Get trainees used to it. Sophistication about testing is important and gives confidence.
9. Many trainees are poor at following directions. Give practice through trick tests, reading ads in newspapers (e.g. "reduced from," "comp. value"), filling out forms.
10. Tips to give about taking examinations (do not forget to say these just because they are obvious):
    a. Do easy questions first.
    b. Tackle harder questions after you have finished easy ones.
    c. Five minutes before the end, fill in unanswered questions at random (except for the sections in which wrong answers get a minus scoring). The law of averages gives a 15% chance of being right. (Demonstrate how – it can be fun).

The attitudes toward, and facts about, tutoring that are brought to a remedial session by the trainer are important.

1. Hand-tailored work that relates to the trainee's work is better than impersonal work books. Programmed workbooks can be used where specific deficiencies are diagnosed.
2. Be prepared to spend as much time preparing a lesson as teaching it.
3. Trainees need encouragement, but be honest. Do not give trainees false hopes. If you think a trainee wishes to take the High School Equivalency and you think he needs more preparation, tell him so.
4. Change brings anxiety. Be supportive.
5. Help a student who needs it. Do not become a crutch by doing work for him.
6. Lack of success will depress the trainee and make him feel stupid. Give work that will ensure a 75 percent success rate. (Research has shown that optimum learning takes place when the students can do 75% of the work.) If the student gets 90 percent correct or over, insufficient learning is taking place. A book read for pleasure should provide 90 percent of the vocabulary the student knows. Tell the students this fact.
7. Create variety in the sessions.
8. Adults learn more slowly than children but are more motivated. Be patient – wait for answers, don't supply them too hastily.
9. Insist on corrections. Many trainees have not been taught *how* to study – that one learns by making mistakes and correcting them, not by getting everything right.

In preparing remedial lessons for Human Service Aides, care should be taken to strike a balance between traditional classroom learning and learning through less conventional means, always with direct application to the job and to the trainees' lives. Grammar can be taught, usually, with a tape recorder using middle-class English dialect to correct English usage. Written exercises should also be given, which require the correct use of grammar and help prepare trainees for civil service and high school equivalency examinations. Taking and giving phone messages can be done by using simulated telephones borrowed from the local telephone company. Message forms should be provided, and written messages insisted upon. Some matters can be taught through budgeting, credit buying, and studying local sales, interest rates, and income tax computation. Exercises can be constructed with direct reference to these subjects.

The remedial component should cull as much material as possible from other components of the training program, from on-the-job training and from the trainees' lives.

Here is a list of techniques that can be employed to ensure variety and stimulate interest:

1. Quizzes – written and verbal
2. Vocabulary drill – written and verbal
3. Questionnaire forms
4. Multiple choice exercises, written
5. Report writing
6. Book reports, criticisms and evaluations – written and verbal
7. Homework assignments – written, reading, correcting assignments – written and verbal.
8. Reading aloud
9. Discussions, conversations, interviewing, questioning, tape recording
10. Role playing
11. Individual tutoring and individual assignments
12. Division of groups, group work assignments
13. Requisition and inventory taking, making percentages of loss
14. Bus schedules
15. Imitation, e.g. copying a business letter

Equipment Needed for Remediation and Practical Skills

1. Notebooks for the trainees – do not use loose paper. The trainees need to keep spelling, vocabulary lists and corrections. A stenographer's notebook is a very convenient size. It can be used from either end. It looks businesslike.
2. A Craig or Sony 212 recorder. Cost around $40. They are small, run on batteries, have 4 tracks, a positioning device so that one can note at which point a recording starts.
3. Simulated telephones with a monitoring switchboard device can be borrowed from local telephone companies.
4. Access to a duplicating machine.
5. Several subscriptions to the local newspaper. Subscription to "Ebony," "Life," and "Scope."
6. Maps of the city and surrounding area.
7. Bus schedules of city and surrounding area.
8. Telephone message blanks.
9. Copies of the New Merriam-Webster· Pocket Dictionary, pocketbook, 50 cents.
10. Here is a suggested list of paperback books for the trainees to read:
    a. *Manchild in the Promised Land* – Claude Brown, Bantam 2842, 60 cents
    b. *Notes of a Native Son* – James Baldwin, Bantam 2842, 60 cents (several copies suggested)
    c. *The Magic Barrel* – Bernard Malamud, Dell 5153, 75 cents
    d. *The Penal Colony: Stories and Short Pieces* – Franz Kafka, Schocker S84, $1.95
    e. *The Autobiography of Malcolm X* – Dell 5174, 95 cents
    f. *Of Mice and Men* – John Steinbeck
    g. *Portrait of the Artist as a Young Dog* – Dylan Thomas, New Directions NDP 51
    h. *The Loneliness of the Long Distance Runner* – Alan Sillitoe, Signet P2629
    i. *The Stranger* – Albert Camus
    j. *Up the Down Staircase* – Bel Kaufman, Avon N130, 95 cents
    k. *Job Briefs* – for Government Employment, OEO. Free upon request.
    l. *To Sir, With Love* – E. R. Braithwaite, Pyramid X1376, 60 cents.

Books to be read should be assigned to each trainee according to his ability and interest. A person reading at the ninth grade level can read *Manchild in the Promised Land.* The interest of the subject carries the average reader along. A poor reader who has sophisticated conceptual skills can be given Camus, *The Stranger,* a book which uses eighth grade vocabulary but has a complex adult philosophy. A less gifted trainee may be asked to read a short story, *The Loneliness of a Long Distance Runner,* by Alan Sillitoe. These books represent a wide difference of authors and nationalities. They have one thing in common – their concern with people, their joys and problems, and how they cope with life.

Here is a list of specific skill instruction books which can be designated by the remedial instructor to specific students and used for reference for remediation.

1. *Preparation for High School Equivalency Examination* – ARCO, $2.95
2. *Preparation for GS-2–GS-4 Tests* – ARCO, $3.00
3. *Guide to Modern English* – Corbin, Blough, and Beck, Scott, Foresman and Company
4. *A Vocabulary Builder,* bk. I–IV – Austin Works, Educators Publishing Service, Cambridge 39, Massachusetts.
5. *Better English* – Norman Lewis, Dell 0548, 50 cents
6. *30 Days to a More Powerful Vocabulary* – Funk and Lewis, Washington Square W55, 50 cents
7. *How to Teach Reading* – Botel, Follett Publishers
8. *Reader's Digest Advanced Skill Builder* – Book I–IV, 95 cents
9. *Stop, Look and Write* – Leavitt and Stoher, Bantam Book
10. *A Programmed Approach to Writing,* Books I and II – Gordon, Burgard, Young, Given and Company
11. *Programmed English Skills* – M.L.I. Associates, E. Heath and Co.
12. *English Language Arts Review Text* – Bellafiore Ansco School Publication

INTERVIEWING SKILLS

Human Service Aides will be required to give different kinds of interviews on various occasions. They may be required to interview other professional personnel in the human service field and to grant interviews to official personnel. They will also certainly be interviewed at some time for such things as jobs, raises, credit ratings, opening bank accounts. They will also be required to interview clients, patients, pupils, families, etc., as part of the helping process.

For the majority of the trainees, the role of an interviewer will be a new one. In the past, many of them have been the unwilling, nervous, perhaps hostile recipients of interviews by welfare workers, police, and employers. Practice interviews, related to their jobs, can serve as a base for proficiency in interviewing.

Overall Objectives

To teach the Human Service Aide to become a good interviewer or interviewee, to help in his job and in his life.

Specific Objectives

1. To illustrate how interviews can be used to obtain information.
2. To help the trainee feel at ease and not threatened by the interview situation.
3. To teach the trainees how to show concern and express it (apart from feeling it).
4. To teach the trainees how to observe, and to know the difference between a fact, an opinion and a judgment.
5. To teach the trainees how to use observations in formulating opinions, and to be able to justify those opinions by observed facts.
6. To teach that an opinion, even one based on fact, should not be a judgment.
7. To teach the trainees to realize the limitations of interviewing, e.g., that many people hide feelings and information.
8. To familiarize the trainees with the concept of confidentiality, and what information may or may not be disclosed about a client in a variety of situations.
9. To teach the trainees to ask *why* certain questions are asked during interviews, if they are not sure.
10. To familiarize the trainee with other aspects of the interview situation, e.g., that it is not his jurisdiction to give "advice" to clients without consulting with his supervisor.

Interviewing Skills (Theory)

I. Kinds of interviews and who does them.
  A. Example: Employment, counseling, newspaper reporting; interviews are performed by a wide variety of people; e.g., doctors, lawyers, journalists, ministers, salesmen, credit men, insurance men, etc.
  B. The kind of interview depends on its purpose – some give advice, some seek information, some give information.
    1. Consider the variety of techniques that may be used.
    2. Consider the kinds of feelings people bring into an interview – both the interviewer and the interviewee.

II. What happens during an interview.
  A. Interaction between people takes place through words and acts.
  B. Knowledge is acquired by interviewer and interviewee.
    1. Knowledge sought should be purposeful and related to issue at hand, i.e., the reason for the interview.
    2. The kinds of questions asked should be determined by the role of the agency and the immediate concerns of the person being interviewed.

III. Importance of understanding people.
  A. People frequently behave in an inconsistent way.
    1. Possible alternative reasons underlying behavior.
    2. Frequently we don't fully understand why we behave as we do – why?
  B. Ambivalence and conflict.
    1. How do they operate in interviewing?
      a. Person asks for advice but doesn't use it.
      b. Person wants help but can't ask for it.
      c. Person agrees to a plan but doesn't carry it out.
      d. Person says one thing but does another.
    2. Does ambivalence exist only in the person interviewed or in the interviewer as well? How does this affect the interview and the "helping process"?

IV. Relationships
  A. How they develop.
    1. Factors which strengthen relationships – e.g., interest, demonstrated concern, attentiveness, willingness to listen, questioning for fuller understanding of issues at hand.
    2. Factors which obstruct relationships – e.g., indifference, judgmental attitudes, insensitivity, being aloof, inactivity, broken or late appointments.
  B. Acceptance – a positive and active understanding of feelings which are given expression by behavior. Difference between this and a passive, non-judgmental attitude.
  C. Ability of interviewer to understand himself and be aware of his own feelings.
    1. How can feelings of interviewer interfere in an interview?
      a. What forms of expression do they take?
      b. Control of one's own feelings – is it important and why?
    2. Over-involvement by interviewer.
      a. Helpful or harmful?
      b. What kinds of things can happen?

3. Prejudice.
   a. Racial, religious, personality.
   b. Impact on interview.
4. The goal – control of his own feelings by the interviewer rather than absence of feeling.

V. Confidentiality.
A. Explore the nature of the concept and how it operates within a given agency.
   1. To what extent is confidential information shared by people in an agency? How does one know with whom to share information?
   2. What is confidential and what is not?
   3. Importance of explaining the meaning of confidential information and sharing it with the person being served.
   4. Problems involved in knowing confidential information about people in your neighborhood.

VI. Dependence, interdependence, independence.
A. Extent to which these three qualities exist in all people.
   1. How are they manifested in the interview?
   2. To what extent are they operative in an interview?
   3. Is dependence a negative?
      a. Some positive aspects of dependence – i.e., ability to trust and to form profound relationships.
      b. Levels of dependence
   4. Is independence a positive?
      a. Factors involved in independent action (i.e., self-confidence, capacity to act based on acquired knowledge and skill).
   5. Interdependence among individuals and the community.
      a. Examples
         (1) In marriage.
         (2) In working relationships.
         (3) In interviewing.
      b. Examples
         (1) Between agencies.
         (2) Between agencies and community.
         (3) Between local community and state and federal agencies.

VII. Decision-making
A. Who makes decisions in resolving a problem?
   1. Roles of the interviewer and interviewee.
B. Role of the interviewer in identifying various alternatives in problem situation.
C. Factors affecting decision-making.
   1. Facts involved – how are they obtained?
   2. Availability of acceptable alternatives.
   3. Readiness to take action.

Techniques to be used when teaching interviewing skills:

A good source book for use in preparation for teaching this material is *Interviewing – Its Principles and Methods.* Garret, Annette: Family Service of America, 1953.

1. Imitation: Watching a film or listening to a tape recording of an interview and repeating it. This is an elementary method of learning, but a very effective one.
2. Note taking, straight lecturing. Trainer presents outlines of main points on blackboard.
3. Using tape recorders. The new video-tape recorders are an excellent teaching device, when available.
4. Examples drawn from trainees' own experiences.
5. Different variations and combinations of the above.

Sometimes the session can start with a straight talk, followed by note taking, i.e., corrections and discussions of material provided by the trainees. Another time, a real or simulated interview is already prepared. All listen, then discuss what is good and what could be corrected. The point of view of the interviewer should be taken first. At another session, the same recording can be used discussing it from the point of view of the interviewee. A session can also be started by dividing the class into two groups, each group having the job of preparing the best things to say at an interview (the conditions of which have been stated).

6. Approach the theory through practice rather than the other way around: e.g., choose a subject for an interview. Set conditions (cooperative interviewer, reluctant client). Role play. No comments. Role play same thing again. Tape record both, then play back. Discuss and formulate some theories about interviewing from this.
7. Role playing: Try these suggested situations for interviewing:
   a. Aide interviewing parents about child's absence.
   b. Aide interviewing teacher about child's problems.
   c. Aide interviewing doctor about child's illness.
   d. Aide interviewing welfare worker about client's attitudinal problems.
   e. Aide interviewing various people (family, friends, supervisors) to help in constructing a case history for review by a psychologist or psychiatrist.
   f. Aide interviewing a patient to get basic personal and medical information.

Situations in which trainee is being interviewed:

1. An aide being interviewed by police or welfare worker, asking for information about one of the aide's clients.
2. An aide being interviewed for a job.
3. An aide being interviewed for a loan, credit rating, or by a bank before opening an account.

Situations involving both interviewing and being interviewed by someone:

1. An aide asking for a raise.
2. An aide asking for leave of absence.
3. An aide asking for change of assignment due to change of interest or clash of personality.

4. An aide making a complaint to a supervisor about:
    a. Fellow worker.
    b. Conditions of work.
    c. Lack of pay check.
    d. Supervisor himself.

Suggested Content and Method of Implementation

I. A. How to Observe. Get each person in the room to write or tape record a description of someone else in the room. Is everyone correct? Trainer should look over observations for accuracy, opinions, impressions, and salient points missed.

B. Write on board list of facts needed for a full description. Get trainees to help. Note carefully what are facts, opinions and impressions.

C. In preparation for an introduction to actual interviewing, trainees might list things about a person that they can find out by asking questions. Consider list carefully with the group and note what is likely to be answered truthfully, and what questions are sensitive (e.g., money).

II. A. What are some of the *reasons* for interviews? Make list.

B. Recapitulate the facts and impressions important to get an interview.

C. Role play:
1. Interviewing playground supervisor about Tom's accident there.
2. Interviewing father about son's absence from youth group.
3. Interviewing client to get simple statement of his health (get suggestions from trainees).

D. Trainer should emphasize points to be remembered, e.g., be positive; don't be abusive; smile and be friendly; set interviewee at ease first; he may be nervous.

III. A. During the role play of the last session, the trainer may notice that some trainees had been hesitant about identifying themselves and the agency for which they work. The trainer should concentrate on personal and official identification, i.e., "I'm John Smith, A Welfare Aide from __________ __________." not "I'm from __________ __________." Correct identifications should also be written for emphasis.

B. Role play, this time introducing hostile interviewees. Trainer should focus on techniques for coping, reassurance, sympathy, and offers of help.
1. Interviewing busy teacher about Jane's chronic absenteeism, "I know you wish to help *too*, Mrs.__________________."
2. Having awakened a member of household in inquiry about illness of client, the trainee apologizes and states concern.

IV. A. Introduce simulated or real, tape recorded or filmed interviews.

B. Discussion.

C. Imitate them, changing subject to suit trainee's interests.

D. Give review by presenting amusing verbal problems about interviewing.

V. A. The Aide as interviewee. Help trainees make parallel list of feelings of both interviewer and interviewee, from what has been learned in past workshops.

B. Role play: Professional interviews by supervisor about client, by police about client, etc.

C. The concept and practice of confidentiality.

VI. A. Role play: personal interview, a job, a raise, a complaint, with trainer acting as supervisor.

B. What are the attitudes one should have as interviewee?

VI. Case histories. What information is needed? Stress the necessity of identifying the sources of information. How are they organized?

VII. Aides in field interviewing situations. Results are recorded and brought back for group analysis and discussion.

IX. Equipment needed for teaching interviewing skills.
A. A film projector (borrow interviewing films from public library).
B. A tape recorder.
C. Blackboard and chalk.
D. Notebooks. Do not use loose paper. It gets lost and trainees should keep notes.

CHAPTER VII
EDUCATION AND TRAINING: ATTITUDES AND POSSIBILITIES

Overall Objective

Material presented in this section is based on the assumption that most trainees will have received an inadequate education, will have feelings about their academic deficiencies and may or may not fully recognize the profound effects of these deficiencies on their opportunities and their lives. Because of such experiences and feelings, many trainees have had little practice in exploring opportunities for education and skill upgrading. They may, in fact, be ill-informed of the opportunities for education that exist in their communities. This section is concerned with helping the trainees develop an understanding of the implications of their educational status and providing them with information on current possibilities and opportunities for enhanced educational achievement.

Specific Objectives

1. To encourage trainees to examine honestly their feelings about education and to look at the nature of their academic experiences to date.
2. To place the trainees' feelings and educational experiences in the context of the problems of education for the culturally deprived, minority groups, and slum dwellers.
3. To demonstrate the relationship between educational attainment and occupational opportunity and mobility.
4. To help stimulate trainee movement toward further education by demonstrating the profound effect of this relationship on their lives.
5. To provide information on educational opportunities in the community.

Suggested Content Outline

This topic can be divided into three discussion units. *Discussion Unit No. 1* can be directed toward:

1. Exploring trainees' feelings about education and reasons for dropping out of school or failing to continue (as these issues come up).
2. Exploring the nature of their educational experiences in terms of expectations realized and the frustrations and disappointments encountered.
3. Exploring personal strengths and weaknesses contributing to these feelings and experiences.
4. Showing the prevalence of these feelings and experiences in terms of the problems plaguing education today.

Discussion Unit No. 2 can be directed toward indicating the linkage between educational attainment and occupational opportunity and mobility, utilizing both relevant data and the personal experiences of the trainees.

Discussion Unit No. 3 can be directed toward providing current information on:

1. Community programs and facilities for continued education.
2. Entrance requirements of these programs and ways of meeting them.

Discussion Unit No. 1 – Trainees' Feelings About Education in the Context of Educational Problems

Technique of Presentation

Since much of this unit depends on the leader's ability to elicit feelings and comments of the trainees, a list of leading probe questions arranged topically is provided. The sequence of topics is arranged to work from the personal experiences of the trainees to the more general problems of education today, giving the trainees a feeling for the prevalence and commonality of their problems. This order can be reversed, however, if the leader senses a group reticence to discuss individual experiences. In this case, dealing with general problems first might make the group more receptive to discussing its experiences and feelings.

Topic 1. Trainee Educational Experiences and Feelings About Them

1. Looking back at your years in school, how would you describe your experience?
   a. Do you have pleasant memories of school, or unpleasant?
   b. Why?
2. What things accounted for the pleasant and unpleasant nature of your experience:
   a. Teachers.
   b. Classmates and fellow students.
   c. Organization of the curriculum – relevance of the things you studied.
   d. General atmosphere of the school.
   e. School's extracurricular activities – or lack of them.
   f. School's physical facilities.
   g. Personal and family factors –
      (1) Lack of money to participate in school activities;
      (2) Pressure to work after school;
      (3) Feelings of inadequacy in comparison with fellow students;
      (4) Family's feelings about the importance or relevance of school;
      (5) Peer feelings about the importance or relevance of school.
3. Looking back at your experience, how would you describe your feelings or reactions to it?
   a. Satisfied – it was pretty much what you expected – why?
      (1) Expected little – received little;
      (2) Expected a lot – received a lot.
   b. Dissatisfied – it was less than expected;
      (1) What did you expect – why did you expect this?
      (2) Why did you receive less than expected – what were the factors contributing to this?
   c. To what extent were your feelings of satisfaction or dissatisfaction a result of personal factors; e.g.: academic skills; ability to cope; social and interpersonal skills.

Topic 2. Problems Facing the School System in the Education of the Culturally Deprived, Minority Groups and Slum Dwellers

There are at least two major approaches to this topic. One is to focus on problems in the local school system, using recent newspaper articles, studies conducted in the local school system, or resource people knowledgeable about local educational problems. The second approach is more general in nature and is based on books and articles in which current educational problems are discussed. If time is available, both approaches can be combined. In any case, some time should be spent summarizing the main points in the presentation and relating them to the major points discussed under Topic 1. Here are some content suggestions and a related bibliography for the second more general approach:

1. The "cultural deprivation" of the disadvantaged and its implications for education.
    a. The environment of the disadvantaged and its possible effects on the learning process.
2. The disadvantaged and the schools.
    a. School problems and the failure of the schools to meet the needs of the disadvantaged population.
3. Proposed solutions to these problems.
    a. Experimental programs, improved physical facilities, educational parks.

Related Bibliography for Topic No. 2

Cultural Deprivation and Education

1. Deutsch, Martin P., "The Disadvantaged Child and the Learning Process," in *Mental Health of the Poor,* ed. Reissman, Cohen and Pearl, The Free Press, New York, 1965, pp. 172-187.
2. Pettigrew, Thomas F., *A Profile of the American Negro,* D. Van Nostrand Co., Inc., Princeton, New Jersey, 1964, pp. 100-135.

The Culturally Disadvantaged and the Schools

1. Clark, Kenneth B., *Dark Ghetto,* Harper & Row, New York, 1965, pp. 11-139.
2. Silberman, Charles E., *Crisis in Black and White,* Random House, New York, 1964, pp. 249-307.

Proposed Solutions to These Problems – New Educational Programs

1. Shostak, Arthur B., "Educational Reforms and Poverty," in *New Perspectives on Poverty,* ed. Shostak and Gomberg, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1965, pp. 62-69.
2. Fischer, John H., "Race and Reconciliation: The Role of the School," in *Daedalus,* Winter, 1966, pp. 24-44.
3. Conant, James B., *Slums and Suburbs,* McGraw-Hill Book Co., New York, 1961.

Discussion Unit No. 2 – The Relation Between Education, Occupation and Income, and Trainees' Experiences and Perceptions of this Relationship

Technique of Presentation

There are two major topics to discuss in Unit No. 2. One relates to a presentation on the interrelationships between educational achievement and occupational opportunity and mobility; the second is an examination of trainees' experiences substantiating or contradicting this relationship. Several techniques of presentation are available to the leader in handling the first topic. One is to present the information following the outline and bibliography provided below; another is to call on such resource people as an employment counselor from the United States Employment Service or the local Community Action Program employment center, a manpower specialist from a municipal or state agency, or a personnel officer from a government agency or an industrial organization.

In addition, if enough time is available, trainees can undertake a limited research project on this issue. For example, they could follow up a cross-section of Help Wanted ads in the paper to determine educational requirements and possible salary ranges for the given positions; or they could conduct a household survey of a cross-section of neighborhoods, eliciting occupational and educational information from the members. Another technique would be to examine census fact information or data on education attainment, types of occupations and annual income for the trainees' neighborhoods in contrast to other neighborhoods in the community. Any or all of these techniques can provide a backdrop for a discussion of the trainees' experience and perception of this issue.

Topic 1. Relationship Between Education, Occupation and Income

1. Income – in most cases a result of educational-occupational position or achievement.
2. Nature of highly skilled society – automation is gradually obliterating the low-skilled jobs, so menially skilled individuals face either unemployment, menial and sporadic employment, or the need to upgrade skills. T[illegible] education (or technical training) is a key to economic and occupational stability.
    a. Handicaps of the poorly educated.
        (1) Biases operating against them in entry positions – the nature of "credential" society.
        (2) Opportunities for upgrading favor the better educated – many semi-skilled to skilled jobs require a minimal level of reading and writing skills.
        (3) Opportunities for employment will continue to diminish.

Related Bibliography

1. Miller, Herman P., *Rich Man, Poor Man,* Thomas Y. Crowell Co., New York, 1964.
2. May, Edgar, *The Wasted Americans,* New American Library, Signet Books, New York, 1964, pp. 67-88.
3. Clark, Kenneth B., *Dark Ghetto,* Harper & Row, New York, 1965, pp. 27-47.
4. Harrington, Michael, *The Other America,* Penguin Books, Baltimore, Maryland, 1962, pp. 80-90.
5. Moynihan, Daniel P., "Employment, Income, and the Ordeal of the Negro Family," *Daedalus,* Fall, 1965, pp. 745-770.
6. Tobin, James, "On Improving the Economic Status of the Negro," *Daedalus,* Fall, 1965, pp. 878-898.
7. Conon, James W., "A Second Chance for Ninety Men in Norfolk," *New Perspectives on Poverty,* ed. Shostak and Gomberg, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1965, pp. 77-82.

Topic 2. Trainees' Experiences in the Job Market

1. Do you feel that there have been jobs you didn't get because of your educational background?
    a. What kinds of jobs were these?
    b. What kinds of salaries were they offering?
    c. What were the educational requirements?

    d. Did you feel that you could perform the jobs – why, under what circumstances, how adequately?
2. Did you ever hesitate to apply for a job because of your educational background?
    a. What kinds of jobs?
    b. What were the salaries?
    c. What were the educational requirements – how did you find out about them?
    d. Did you feel these requirements were fair – why?
3. In the jobs that you held, did you feel that you were bypassed for promotions and pay increases because of your educational background?
    a. What were the backgrounds of people who received pay increases and who were promoted?
4. Have you ever done anything to upgrade your academic skills or educational level?
    a. What have you done?
    b. Why did you choose this procedure?
    c. With what success?
    d. What prevented you from doing anything?

Discussion Unit No. 3 – Educational Opportunities in the Community and How to Take Advantage of Them.

Technique of Presentation

There are several different approaches for presenting this material. One approach is for the leader to survey educational programs and their requirements and to present this information to the group. A second approach is to call on research people in the community to handle this topic, while a third approach is to involve the trainees in surveying community educational facilities – their curricula and entry requirements and to bring this information to the group. Though this would require additional time on the part of the trainees, there are several advantages to this technique: trainees are given opportunity to learn how to find this information, and to go through the process of obtaining it, and they have first-hand exposure to these institutions and an opportunity to evaluate their programs and facilities.

The trainees can either be assigned to different institutions, or they can be told to go out and explore all of the community's educational programs. In either case, the leader needs to be knowledgeable about the full range of community programs or have a resource person present during the trainees' reports to correct any misinformation imparted.

These items should be covered in the presentation.

Possible Educational Programs

1. University Extension programs
2. Regular matriculating university programs
3. Community adult education programs (sponsored by Recreation Departments, YMCAs, and Church groups, etc.)
4. Municipal, state or county educational facilities and programs, e.g. junior colleges, technical high schools or colleges, evening schools, schools for non-English speaking persons.

Prevocational or Work Conditioning Programs

1. Federal, municipal, state, county or private agency programs.
    a. Work conditioning and skill upgrading under OEO or local Community Action Program sponsorship.
2. Police Department Cadet Program
3. Red Cross Program in Home Nursing, Infant Care, etc.

Vocational and Technical Programs

1. Department of Labor
    a. M.D.T.A. training program
2. Industrial training programs
3. Private business and technical schools

Curriculum and Program Standing

1. Length of study
2. Course content
3. Accreditation and community recognition of program
4. Cost
5. Job placement as a part of the program

Application Information

1. Entry requirements
2. Frequency of program offering

APPENDIX A
BASIC BIBLIOGRAPHY FOR TRAINERS

Horton, John. "Time and Cool People." *Transaction,* April, 1967.

Caplovitz, David. *The Poor Pay More.* New York: The Free Press of Glencoe, 1963.

Harrington, M. *The Other America.* New York: Penguin Books, Inc., 1965.

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Kahn, Robert L. (ed.) *Power Conflict in Organizations.* New York: Basic Books, 1964.

Riessman, Leonard. "A Study of Role Conception in Bureaucracy," in *Social Perspectives on Behavior,* Stein, H., and Cloward, R. (eds.) New York: The Free Press, 1958, pp. 221-227.

Lane, Howard and Mary Beauchamp. *Understanding Human Development.* Englewood Cliffs, New Jersey: Prentice-Hall, 1959.

Redl, F. and Wineman, D. *Children Who Hate.* Glencoe, Ill.: Free Press, 1951.

Isaacs, Susan. *Social Development in Young Children.* New York: Harcourt, Brace, 1933.

Coleman, J. *Adolescent Society.* Glencoe, Ill.: Free Press, 1961.

Brown, Claude. *Manchild in the Promised Land.* New York: Macmillan Co., 1965.

Hall, Edward T. *The Silent Language.* Greenwich, Conn. Fawcett Publications, 1959.

Hoffer, Eric. *The True Believer.* New York: Harper, 1951.

Harnack, Robert B. and Thorreil B. Fest. *Group Discussion: Theory and Technique.* New York: Appleton-Century-Croft, 1964.

Bierstedt, Robert. "An Analysis of Social Power." *American Sociological Review,* Dec., 1950, pp. 730-738.

Frazier, E. Franklin. *The Negro in the United States.* New York: Alfred Knopf and Sons, 1957.

Arco Publishers. *High School Equivalency.*

Office of Economic Opportunity. *Job Brief.*

Shostak and Gomberg (eds.) *New Perspectives on Poverty.* Englewood Cliffs, New Jersey: 1965.

Garret, Annette. *Interviewing – Its Principles and Methods.* New York: Family Service Association of America, 1953.

APPENDIX B
BASIC MATERIALS FOR TRAINERS

Trainee job descriptions
Street maps of the city
Listing of community agencies
Blackboard and chalk
Bulletin board
Film projector and screen
Bus tokens for field trips
Bus schedules
Forms: Social Security, Income Tax, Insurance, agency forms, etc.
Daily and weekly newspapers
Tape recorder
Sample tests: Equivalency, Civil Service, College Entrance
Simulated telephone from telephone company
Magazines: *Ebony, Life, Scope*

APPENDIX C

SELECTED CONCEPTS AND SUBSTANTIVE ELEMENTS RELATED TO THE NEW CAREERS TRAINING MODEL

The concepts and substantive elements listed below represent those underlying the New Careers Training Model on which core group process and its related curriculum are based. Sources used to derive these concepts mainly are those developed over the past few years by the Institute for Youth Studies, Howard University, and other New Careers Training Programs.

The listing of concepts and substantive elements has as its central aim the belief that there are common ideas about people and their specific and general environments which must be built into and reinforced in any learning situation to achieve New Careers stated outcomes. These common ideas include (1) recognition of the dignity of the individual, (2) his right to self-determination, (3) maximum opportunity for his further development and learning, (4) the experimental basis of learning, (5) and the futility of verbal procedures as a substitute for the personal experiences of the individual.*

As concepts become increasingly refined and understood by both the trainer and the trainee, the supportive substantive elements also become clearer and easier to apply to the learning process. No attempt has been made to arrange the following list in sequential order. The New Careers Program is a system composed of many complementary parts which interact with each other and which cannot be isolated from each other.

1. *Concept:* Success in conducting a New Careers Training Program depends on firm commitments from human service agencies for employment and career mobility for trainees.

   Substantive Elements:

   A. Training should start only when firm commitments for jobs have been received from the employing agency.

   B. Prior to training, the employing agency should have a comprehensive job description for each potential position as a base for core, remediation, skill and OJT curriculum development.

   C. Prior to training, the employing agency should have determined realistic career mobility for aides through at least two additional steps with concomitant job descriptions and agency requirements for promotion.

   D. Prior to program initiation, there should be a general orientation to the New Careers program for all employing agency staff and trainees.

2. *Concept:* The optimum New Careers Training Model is experience-based from which flows a series of "core" progressions: a core in generic human services: a core in a specific human service, and the specific skill and OJT core.

   Substantive Elements:

   A. The core of generic human services must stem from the life and job experiences of the trainees.

   B. The total training program should support and underline the responsibilities of the trainees to raise issues and problems.

   C. All succeeding cores are built on the basic core, detailing specific elements in each human service area and specific occupational area.

   D. The experiences of the trainees, prior to and during the training period, are incorporated into the content of the progressions of cores.

   E. The New Careers Training Program must move from simple to complex elements.

   F. Opportunity is provided for experiencing success, through incremental steps of difficulty.

   G. Trainees are better able to learn generalized principles when they are linked to their own concrete experience and/or observation.

3. *Concept:* The New Careers Training Model attempts to "screen and keep people in" rather than out of training.

   Substantive Elements:

   A. Remediation should be based on the functional needs of the trainee as derived from the job situation.

   B. Remediation should prepare the trainee to take and pass appropriate tests or examinations and obtain the necessary credentials leading to further education and/or career mobility.

   C. Supportive services (medical, dental, legal, day care, etc.) should be provided trainees to help them maintain continuity of training.

   D. Employing agencies must plan for in-service education for aides beyond entry training.

   E. On-going formal education and training for career mobility of human service aides should be incorporated into the normal work week, through released time or work-study programs.

   F. The New Careers Training Program must accept and build upon the life style of the New Careerist for maximum development of his potential.

   G. The trainee must be helped to become aware of the unique role he plays and the contribution he makes to the training program and agency.

   H. Professional staff involved in New Careers Training Programs must believe in the value of human service aides and transmit this belief to trainees in the program.

   I. Trainees in New Careers must be adequately compensated during the training program.

4. *Concept:* The New Careers Training Model will be most successful when agencies and agency professional personnel restructure their own specific functions and services along with those of the New Careerist, involving both the professional and the Human Service Aide in the process.

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*A.D. Woodruff. *Basic Concepts of Teaching.* San Francisco, Chandler Publishing Co., 1961.

Substantive Elements:

A. Training of skill and OJT professional supervisors should parallel that of the trainees and relate to the specific program in which both are involved.

B. Job development and job description in employing agencies should develop based on the optimum utilization of professionals and aides.

C. At the same time training curriculum must be revised and updated to support the on-going process of job development.

D. The possibilities of improving services are greater when the responsibilities of the HSA and the professional complement and supplement one another.

5. *Concept:* The New Careers Training Model emphasizes individual participation in meaningful and challenging activity in all its elements.

Substantive Elements:

A. Trainers – core, skill, OJT, remediation – must see the trainee as able to make decisions and act responsibly consistent with his own interests and needs.

B. The core group provides a medium for the development of human relation skills and their integration with technical skill and OJT experience.

6. *Concept:* The New Careers Training Model provides a new way to help people bridge the gap between lack of credentials in a human service occupation and job entry with potential career mobility.

Substantive Elements:

A. The New Careers process enables the trainee to gain insights into his capacities as well as his deficiencies as he has the opportunity to test skills and perform tasks.

B. The community needs to be familiarized with New Careers concepts and programs – i.e., professional groups, business groups, colleges and universities, community action groups, etc.

C. Linkage with local junior colleges, colleges and universities should be established to provide for continuing education for human service aides.

7. *Concept:* New Careers training programs for human service aides are inseparable from the job situation.

Substantive Elements:

A. Immediate involvement of the trainee in meaningful job-centered experience is critical for overall success.

B. Specialty and OJT experience should provide the basis for curriculum in remediation and the springboard for core group discussion.

C. The optimum training vehicle for New Careers is an informal, small group.

8. *Concept:* Entry training is just that amount of training which can best and most feasibly prepare the trainee to responsibly assume the duties of a HSA in the shortest amount of time.

Substantive Elements:

A. The trainee should be scheduled to function in a service-providing capacity as quickly as possible.

B. The training program must include those necessary skills as early in training as possible to allow the trainee to assume this service function.

C. Prior to training, the job description for the entry job should contain enough detail to reasonably estimate the length of training and responsible involvement of the trainee.

9. *Concept:* The employing agency must be deeply involved in all phases of planning and implementation of the New Careers Training Program.

Substantive Element:

A. Expectations and regulations pertaining to the training program and employing agency must be clearly defined to all participants at the beginning of the New Careers Training Program.